DOCUMENT RESUME

ED 311 149 AA 001 194

Resources in Education (RIE). Volume 25, Number 3.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prio to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in eac issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche inde to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 311 164 CE 053 008

Mingchuan, Dong; And Others
World Perspective Case Descriptions on Educational Programs for Adults: China.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 185p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Aging (Individuals; Case Studies; Developing Nations; Educational History; Foreign Countries; Independent Study; *Labor Education; Older Adults; *Open Universities; Postsecondary Education
IDENTIFIERS- *China
This document contains six case studies of Chinese adult education: (1) China's Adult Education at Present and in Prospect (Mingchuan and Zhongdan); (2) Aging Issue and Education for the Aged in China (Mingchuan and Zhongdan); (3) Adult Education in Beijing Municipality (Youren); (4) A University without Campus: Introduction to China's Higher Education Examination System for Self-Study (Jun); (5) A Survey of Beijing's Workers University Graduates (Yongqian); and (6) Postsecondary Education in China: Present State and Trends (Mingchuan). The first paper covers the development of Chinese adult education, the numbers served by various programs, progress made, problems, and future plans. The second paper describes the aged population of China; the programs, reading groups, and journals for them; methods of instruction including those promoting social and psychological health; and some problems. The third paper describes the population of Beijing and the adult education system that serves it, including the Beijing Adult Education Society and the Beijing Research Institute of Adult Education and the ongoing reforms that have taken place since 1987. The fourth paper describes the nature, goals, participants, management, quality control, and future development of China's higher education examination system for professional self-study. The fifth paper describes the results of a survey of 1978-1982 graduates of 12 worker's universities. The sixth paper describes the history, characteristics, functions, problems, and future outlook of China's system of postsecondary education. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

DOCUMENT RESUME

ED 311 177 CE 053 021

Nam, Jin U

World Perspective Case Descriptions on Educational Programs for Adults: Korea.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 95p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; Continuing Education; *Educational History; *Educational Philosophy; Foreign Countries; *Government Role; Higher Education; Literacy Education; Program Development; *Working Class
IDENTIFIERS- *North Korea

Adult education in North Korea first eliminated illiteracy and is now concentrating on raising the level of general knowledge of the working people to that of college graduates. The first stage was concluded when illiteracy was eradicated by 1949 through the establishment of educational institutions for the literacy crusade. The second stage was from 1949 to the end of the 1950s. This phase took on the task of increasing the number of the working people's primary schools, usually set up in workshops or factories and residential districts. The aim of these schools was to prevent working people from relapsing into illiteracy. From about 1960 to the middle of the 1970s, the working people's middle school flourished. The goal of the next phase was to intellectualize the whole of society--to raise the cultural and technical standard of working people to the level of college graduates. Colleges attached to factories were developed. Working people can participate in higher education without discontinuing their production activities. Farmers' and fishermen's colleges also have been established, and correspondence and evening courses also offer college education. All graduates are required to continue to study daily, leading toward the state's goal of lifelong education. (In addition to the case description, this document includes information on the World Perspective case study project indexes of all cases by country and by category, and guidelines for contributors. (KC)

DOCUMENT RESUME

ED 311 193 CE 053 111

White, Barbara
Planning for Articulation: 2 + 2 Vocational Education Programs.
Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
PUB DATE- Apr 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Definitions; Early Admission; *Educational Policy; *High Schools; Program Development; Standards; *Two Year Colleges; Vocational Education
IDENTIFIERS- Hawaii
This document describes 2 + 2, a form of articulation between high school and community college programs that involves 2 years of secondary and 2 years of postsecondary vocational training, which has become a major goal of vocational education policymakers in the 1980s. This report mentions a variety of strategies that have been discussed and/or implemented to achieve some level of articulation--among which are "early admissions," "articulated curriculum," and "credit by examination." This document provides an overview of 2 + 2 programs, including a definition that differentiates 2 + 2 from other articulation strategies. Two sections address the articulation process (how to make it work) and articulation issues (barriers that hinder success). Another major component of this document is a chart listing 2 + 2 programs identified through a literature search. This document is meant to promote and encourage articulation and the envisioning of a broader and better vocational program in Hawaii. A 32-item reference is found at the end of the document. (NLL)

DOCUMENT RESUME

ED 311 207 CE 053 189

Feingold, S. Norman; Atwater, Maxine H.
New Emerging Careers: Today, Tomorrow and in the 21st Century.
PUB DATE- 88
AVAILABLE FROM- Garrett Park Press, P.O. Box 190, Garrett Park, MD 20896 ($15.00; $14.00 prepaid).
NOTE- 159p.; For companion workbook, see CE 053 309.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aerospace Technology; Career Education; Careers; Computers; *Demand Occupations; *Emerging Occupations; Employment Opportunities; *Employment Patterns; Employment Potential; Employment Projections; *Futures (of Society); Information Processing; Information Technology; Labor Market; Lasers; Medical Technologists; *Occupational Information; Postsecondary Education; Robotics; Secondary Education; Superconductors; *Technological Advancement; Telecommunications
This book focuses on 10 of the most promising new technologies and the careers that they will foster, picking up where the 1983 book, "Emerging Careers" by Norman Feingold, left off. The book talks about the work that must be done in new ways as technological breakthroughs open new applications. By looking first at the technologies and their current and anticipated applications, the book anticipates opportunities in the workplace. Each chapter provides an overview of an emerging technology, discusses employment opportunities created by it, and outlines career opportunities, with descriptions of specific jobs and details on education and training. Each chapter concludes with a selected bibliography of suggested reading and references, and names and addresses of organizations offering additional information or literature. The 10 careers profiled are the following: biotechnology careers; laser careers; robotic careers; information technology careers; telecommunications careers; information management careers; computer careers; aerospace careers; medical technology careers; and superconductivity technology careers. The final chapter addresses career decision making through self-knowledge, research and planning, and professional guidance. Seven appendixes provide information on work and careers in the future, emerging career fields, futuristic exercises, a high technology futuristic quiz, and an index of emerging career fields cited in the book. (KC)

DOCUMENT RESUME

ED 311 222 CE 053 207

Territo, Peter A., Jr.; McMurry, James G.
Power Mechanics Curriculum Guide. Curriculum Development. Bulletin 1813.
Louisiana State Univ., Baton Rouge.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content; Course Organization; *Energy Occupations; *Engines; Equipment; *Learning Activities; *Power Technology; Robotics; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Louisiana
This model instructional unit was developed to aid trade and industrial education teachers in Louisiana in preparing students for careers in the field of power mechanics. Students are provided experiences related to the design, theory, construction, and appropriate uses of the power systems, as well as the maintenance and repair of the more common industrial power systems. The guide provides model performance objectives, current technology content, sources, and lists of supplemental materials. Following a course description and rationale, the guide contains 11 instructional units covering the following topics: introduction; safety; tools and equipment; mechanical power systems; external combustion engines; internal combustion engines; fluid power systems; electrical power systems; automated systems and robotics; careers; and special projects. Each unit consists of introduction; competencies; general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject-matter content related to specific performance objectives and learning activities; activity sheets; transparency masters; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

DOCUMENT RESUME

ED 311 237 CE 053 237

Ball, Colin
Towards an "Enterprising" Culture. A Challenge for Education and Training. Educational Monograph No. 4.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- 89
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Careers; Economic Opportunities; Economics; *Educational Improvement; *Educational Practices; Educational Trends; *Education Work Relationship; *Entrepreneurship; Entry Workers; Foreign Countries; *Futures (of Society); Models; Postsecondary Education; Risk; Secondary Education; Small Businesses; Youth Employment
IDENTIFIERS- Australia; Canada; Europe; Japan; United States
This paper reports on an Organisation for Economic Cooperation and Development (OECD) project that studied (1) how young people can be enabled to develop employment initiative and entrepreneurial skills as an important ingredient of their education and training and (2) what changes are needed in educational curricula and school practices designed to strengthen young people's capacity to assume responsibility and initiative when faced with changing labor markets and skill requirements. The report begins with a summary of the project, its main conclusions, and policy implications. The remainder of the report is in two parts. The first presents the different rationales for the recent interest in entrepreneurial skills and culture and the complex problems related to a definition of such concepts. Its main purpose is to clarify the issues and developments at stake and to point toward some principal policy implications if entrepreneurial skills and culture are to have an impact on mainstream education. The second part presents concrete examples from 13 OECD member countries in which different kinds of entrepreneurial skills programs have been launched. (KC)

DOCUMENT RESUME

ED 311 252 CE 053 258

Education and the Economy in a Changing Society.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 89
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street NW, Suite 700, Washington, DC 20036-4095.
NOTE- 116p.; Proceedings of the Intergovernmental Conference on Education and the Economy in a Changing Society of the Organisation for Economic Cooperation and Development (Paris, France, March 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; *Change Strategies; Children; Continuing Education; *Economic Change; Economic Development; *Economics; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Science and Society

This report presents the proceedings and the background material of a conference representing the culmination of the Organisation for Economic Cooperation and Development's (OECD) work in the area of human resource development. The proceedings include (1) the opening statements of the OECD Secretary-General and the Conference Chairman; (2) an overview and summaries of the discussions prepared by rapporteurs, which focused on "New Relationships between Education and the Economy in a Changing Society," "Initial Education and the Preparation of Youngsters for Active Life," "Further Education and Training of Adults," "Strengthening the Scientific and Technological Potential for Social and Economic Development: The Role of Higher Education," and "Strategies for Change"; and (3) an overview of the conference, reports of the working groups, and the conclusions of the Chairman. (NLL)

DOCUMENT RESUME

ED 311 266 CE 053 274

Health Care Technical Advisory Committee on Curriculum Development. Job Clusters, Competencies and Task Analysis.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnel Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- Dec 88
NOTE- 55p.; For related documents, see CE 053 272-276.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Allied Health Occupations; Allied Health Personnel; Competence; Curriculum Development; *Educational Needs; Health Services; Home Health Aides; *Job Analysis; Medical Technologists; Occupational Clusters; *Occupational Information; Paraprofessional Personnel; Postsecondary Education; Secondary Education; Statewide Planning; Task Analysis; Technical Occupations
IDENTIFIERS- *Montana

This skills inventory for health care occupations was developed by a technical committee in Montana to assist in the development of model curricula and to address state labor market needs. The committee included employers from hospitals and other health care providers, members of trade and professional associations, and educators. The validated task list and defined job clusters are intended to provide information on the type and level of knowledge and skills needed for entry, retention, and advancement in Montana health care occupations. The guide contains the following: (1) Montana supply and demand occupational information; (2) occupational characteristics of selected jobs in the health care industry; and (3) task lists for a core curriculum in health care occupations and task lists for specialized areas which include medical laboratory technician, phlebotomist, ward secretary/clerk, home health care technician, catheterization technician, and histology technician. The task lists include information on training time for health care occupations; mathematics and language training time; physical demands; and environmental working conditions. (KC)

DOCUMENT RESUME

ED 311 281 CE 053 311

Jagger, Christina
An Action Plan for Integrating Computers into Volunteer Adult Literacy Programs.
PUB DATE- Jul 89
NOTE- 8p.; Paper presented at the Adult Literacy and Technology Conference (Louisville, KY, July 20-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Computer Assisted Instruction; Computer Software; Functional Literacy; *Literacy Education; Management Information Systems; Media Selection; *Voluntary Agencies; *Volunteer Training
The following steps will integrate computers into a volunteer literacy program: (1) decide how the computers will be used, depending on the program's needs (typically, computers are used to help with management chores and to motivate students and help them attain their academic and career goals); (2) investigate software and hardware, including database programs, word processing programs, and educational software for the students; (3) plan to teach staff to operate the computer and associated equipment, be able to choose appropriate software, and integrate the software into instruction; and (4) plan for evaluating the effectiveness of using computers with students, including collecting data about student progress, attitudes, and attendance. (The document contains explanations of kinds of software, including types such as vocabulary and comprehension software that may be of particular interest to literacy programs. Also included is a list of 12 questions to consider when selecting computer software.) (CML)

DOCUMENT RESUME

ED 311 297 CE 053 399

Ashmore, M. Catherine, Ed.; And Others
New Strategies for a New Decade. Proceedings of the United States Association for Small Business and Entrepreneurship Annual National Conference (4th, Cleveland, Ohio, October 8-11, 1989).
PUB DATE- Oct 89
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Business Administration; Consultants; *Demonstration Programs; Elementary Secondary Education; Employment Practices; *Entrepreneurship; *Females; *Futures (of Society); Postsecondary Education; Rural Areas; *Small Businesses

This document includes the following papers: "Challenge to the Small Business Workplace" (Quinn); "Endowed Positions in Entrepreneurship and Related Fields" (Katz); "Entrepreneurial Loan Request Image Variables as Perceived by Bankers and Entrepreneurs" (Klassen, Davis); "Entrepreneurship Education and Microbusiness Development as Part of a Community Revitalization Program" (Turnbull et al.); "Environmental Contact Selection as a Function of the Small Business Owner's Decision Style" (Brodzinski et al.); "Management and Small Business Success" (Fernald, Solomon); "Personnel Practices in the Small Business Manufacturing Sector" (Carr, Hunsicker, Padgett); "Rural Entrepreneurship Research" and "Unified Approach for Developing Rural Entrepreneurship in the U.S." (Wortman); "Use of Business Plans by Rapidly Growing Firms" (Olson); "Women Entrepreneurs: An Examination of Different Age Groups" (Kuratko, Seeborg); and abstracts of the following--"Entrepreneurship Education Research" (Borycki); "Examination of Corporate Entrepreneurship" (Kuratko); "How Consultants Contribute to New Venture and Small Business Development" (Chrisman, Carsrud); "Opportunity: The Neglected Concept in Entrepreneurial Management" (Neil); "Patterns of Organizational Stress in the Growing Entrepreneurial Firm" (Merz, Watkins); "Perceptions of Board Influence in Inc. 500 Firms" (Ford, Priesmeyer); "Be All that You Can Dream" (Pfrogner); "Black Entrepreneurship" (Bewayo, Pritchett, O'Daniel); "Consultants to Small Business" (McMillin); "Consulting Issues" (Farber et al.); "Creation of a Business Image" (Passewitz, Heimlich); "Curriculum Development in Entrepreneurship" (Davis et al.); "Eastern Caribbean Investment Promotion Service Workshop" (Spain et al.); "Entrepreneurship Education Winners from Kindergarten to College" (Schwamberger); "Entrepreneurship Ethics" (Ulrich et al.); "Entrepreneurship Western Style" (Connelly, Hamilton); "The Individual Entrepreneur" (Chrisman, Naumes); "Keys to Profitability" (Fiorito et al.); "Michigan Business Counselor Certification Training Program" (Grose); "Model Adult and Community College Entrepreneurship Programs" (Hague); "Model College and University Entrepreneurship Programs" (Devlin); "Model Elementary and Secondary Entrepreneurship Education Programs" (Mahr); "New Strategies for a New Decade" (Harris); "Nurturing the Female Entrepreneur" (Sharpe); "OVET Program in Ohio" (Albert); "Partners in Policy" (Adams); "Influence and Status of Female Entrepreneurs in the 1990s" (Moore, Buttner, Adams); "Structuring for Corporate Venturing" (Hofer, Day); "Valuation of Closely Held Corporations" (O'Brien, Nichols); "Ohio Ventures in Business Ownership Project" (Price); and "Women in Business: Meeting the Challenge" (Gillman). (SK)

DOCUMENT RESUME

ED 311 311 CG 021 923

Texas School Dropout Survey: A Report to the 69th Legislature, State of Texas.
Texas State Dept. of Community Affairs, Austin. Training and Employment Development Div.
PUB DATE- 31 Dec 86
NOTE- 118p.; Some tables may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Differences; *Dropout Prevention; *Dropouts; Identification; Incidence; Intervention; Models; *Potential Dropouts; Program Effectiveness; *Regional Characteristics; School Role; Secondary Education
IDENTIFIERS- *Texas

As a response to legislative demands, the Texas School Dropout Survey described in this document attempted to identify the magnitude of the dropout problem, regional characteristics or causes of the problem, costs associated with dropping out, and programs currently available for serving the dropout population. Twenty-four major findings of the survey are listed in the categories of magnitude of the problem, dropout accounting procedures, statewide tracking survey, available dropout programs, economic impact, and causes of dropping out. Seven recommendations are made with specific actions required, responsible organizations, and funding options. These recommendations include implementing a standard definition of a dropout, establishing an information clearinghouse, and emphasizing early identification of potential dropouts. Research findings of task forces on these topics are described in detail: (1) magnitude of the problem/accounting procedures; (2) causes of school dropouts; (3) economic impact of the dropout problem; and (4) evaluation of in-school and out-of-school programs. The document concludes with six workshop reports from a dropout prevention and recovery conference, focusing on dropout definition, model programs, interagency coordination, and technical assistance. (ABL)

DOCUMENT RESUME

ED 311 327 CG 021 941

Boyd, Vivian; And Others
A Mailed Diagnostic and Prescriptive Retention Intervention for Three At-Risk Populations of Students. Research Report #11-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; College Students; Commuting Students; *Counseling Services; Grades (Scholastic); Higher Education; *High Risk Students; *Intervention; Program Effectiveness; School Counseling; *School Holding Power; Transfer Students
IDENTIFIERS- Mailed Intervention

Many at-risk college students fail to avail themselves of the resources provided for them by their universities. In the interest of academic retention, colleges and universities are taking an increasingly proactive stance and contacting at-risk students to offer them specific services. This study compared retention rates for at-ris freshman students (N=171) who were sent assistance materials, to retention rates for control students (N=169). The subjects included second semester full-time freshmen with low grade point averages, firs semester full-time commuting transfer students, and reinstated student with a low number of credit hours. Materials sent to the students included a cover letter highlighting the student's academic vulnerability, a checklist of causes of poor grades, and a resource manual describing materials available on campus to help students overcome problems. The results indicated that the three treatment groups did not differ significantly from the nontreatment control groups in their rates of retention or their rates of retention in good standing. These results suggest that the impact of a mailed intervention on the retention of students in academic jeopardy is highly questionable, if not negative. (BL)

DOCUMENT RESUME

ED 311 343 CG 021 958

Alexander, Martha A.
Women in Management: Some Yesterday, More Today.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Students; *Employed Women; *Females; Higher Education; Managerial Occupations; Sex Role; *Student Attitudes; Trend Analysis
IDENTIFIERS- *Women Administrators

Although historically the number of men in management has outnumbered women, the number of women is increasing. However, attitudes in general still presume that men are more competent for managerial roles than are women. The purpose of this study was to examine how business and management students view women's personal attributes for management; the extent to which sex-role stereotypes influence students' attitudes toward women managers; and the extent to which students' attitudes toward women in management mirror those of students in the 1960s and 1970s, which could be summed up in the phrase, "think manager, think male." During the academic year of 1986-87, students (N=119) in a college of business at an urban, commuter university completed a questionnaire in which they identified skills they considered requisite to managerial success and indicated their perceptions as to selected behavioral components were more typical of female managers, male managers, managers in general, or neither male nor female mangers. Students also indicated their preference for a male or female manager and perceptions of their own managers. In general, findings suggest favorable attitudes toward women by students and less observable sex-typing of the managerial roles as masculine. The majority of students did not perceive women as unsuitable for managerial jobs. (ABL)

DOCUMENT RESUME

ED 311 358 CG 021 973

Craig, Rebecca T.
Mental Health Services for Children and Youth: Strengthening the Promise of the Future. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Sep 88
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th St., Suite 2100, Denver, CO 80265 ($5.00 book rate; add $1.50 for first class postage and same day handling).
NOTE- 14p.; Update of ED 273 905. A product of the Mental Health Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; *Coordination; Federal Legislation; Financial Policy; Financial Support; *Government Role; Mental Health; *Mental Health Programs; *Public Policy; State Government; State Legislation; State Programs; Trend Analysis
IDENTIFIERS- *Child Health Care

Many mentally ill children, especially those who are seriously disturbed, are not receiving the mental health care they need. Although the federal government offers financing to the states for child and adolescent mental health programming, the primary responsibility for financing mental health services has been assumed by state governments. At the local level reimbursement systems and the economic climate have served as fiscal disincentives to continued development of community-based programs for this group. The reality of mental health care for children and adolescents has historically been one of disorganization, lack of coordination, and an overemphasis on unnecessarily restrictive treatment programs. Barriers to delivering appropriate services to children include definitional ambiguity; service fragmentation; economic disincentives; crisis orientation; and lack of advocacy. The continuum care mode for children should include the components of prevention, non-residential, and residential services. Although children's mental health services have improved dramatically, these systems continue to have major gaps and barriers. State legislatures and other governmental bodies, foundations and other private sector institutions, and mental health systems are attempting to produce positive changes. Despite this progress, much remains to be done. Policymakers should focus on developing a continuum of care, coordinating and integrating the delivery system, and involving families in the treatment process. (Specific program and legislative responses of the states are described.) (ABL)

DOCUMENT RESUME

ED 311 373 CG 021 988

Nathan, Peter E.
What Behavioral Scientists Know--and What They Can Do--about Alcoholism. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 88
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 29p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Alcoholism; *Behavioral Science Research; Behavior Patterns; *Drinking; Etiology; Intervention; Prevention; Research Problems; *Trend Analysis
Alcoholics Anonymous was founded in 1935 and observed its 50th anniversary in 1985. This document discusses the changes that have taken place in knowledge about alcoholism. Specifically, this booklet compares what behavioral scientists knew about alcohol abuse and alcoholism in 1935 and what they knew and could do about them in 1985. Contributions were chosen that meet these criteria: they are of clinical as well as scientific significance; they were the object of serious scientific study; and behavioral scientists have been extensively involved in these fields of enquiry. The four areas of focus include: behavioral pathology, etiology, treatment, and prevention. In the area of behavioral pathology, the theories of behavioral tolerance, craving and loss of control, alcoholism and moral insanity, alcoholism and depression, and alcoholism as a disorder of man are discussed. Theories of etiology in 1935 and 1985 are compared. Treatment regimes and prevention approaches in 1935 and 1985 are also compared. The report concludes that significant progress has been made in the past 50 years on identifying and understanding important effects of alcohol on human behavior, but progress in research on factors other than genetic predisposition has been limited by the expense, complexity and difficulty of longitudinal research. (ABL)

DOCUMENT RESUME

ED 311 388 CG 022 003

Henderson, Patricia
Northside Independent School District Guidance Curriculum: Domains and Goals.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Counseling Objectives; Elementary Secondary Education; *School Counseling; *School Guidance; *Student Responsibility

This document presents 16 domains and goals of a school district's guidance curriculum from kindergarten through grade 12. The goals described indicate that the program will help students to: (1) understand and respect themselves, including physical and mental health physical and intellectual development, and personality development; (2) understand, respect, and care for others so as to develop and maintain effective relationships with peers and adults; (3) behave responsibly in the school environment; (4) take responsibility for themselves within the family; (5) take responsibility for themselves within the community; (6) use a systematic decision-making process; (7) develop competence in managing changes caused by their personal development or by changes in their environment; (8) use an effective problem solving process; (9) take responsibility for setting realistic goals and making personalized plans; (10) take responsibility for their own learning in the classroom; (11) take responsibility for their own learning in school; (12) take responsibility for their own learning in the community to enrich their school-based learning and to enhance their use of leisure time; (13) take responsibility for planning to use their future educational opportunites, with emphasis on planning for taking the next educational step successfully; (14) develop and maintain listening and expression skills in order to relate effectively with others; (15) use learned goal-setting and planning skills to establish tentative career goals; and (16) relate career choices to the demands of the work place. (ABL)

DOCUMENT RESUME

ED 311 404 CS 009 794

Thornton, Nancy E.; And Others
Transfer of Word Meanings.
PUB DATE- Apr 89
NOTE- 3p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Educational Research; Higher Education; Learning Strategies; *Semantics; *Transfer of Training; Undergraduate Students; *Vocabulary Development
IDENTIFIERS- *Encoding Specificity
Two studies investigated the degree to which the content of initial learning of a word facilitated transfer of the word meaning to other representations that were near or far, relative to the originally learned form of the word. Subjects in the first study were 40 undergraduate students, who were tested on a list of 13 uncommon words. Results indicated clearly that the form of meaning that people are first exposed to remains the primary semantic marker for a given word. Subjects in the second study were an additional 40 undergraduate students. The data from the second experiment support the notion that semantic processing increases the amount of information remembered, and imply that the transfer of semantic nuance is not a function of the initial form of the meaning presented. (SR)

DOCUMENT RESUME

ED 311 422 CS 009 814

Harris, Bruce; Harrison, Grant Von
A Naturalistic Study on Whole Class Instruction in First Grade Reading
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 12-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Classroom Techniques; Grade 1; Instructional Design; Naturalistic Observation; Primary Education; Qualitative Research; *Reading Instruction; Reading Research
IDENTIFIERS- *Companion Reading Program; Utah
Using a naturalistic inquiry approach, a study examined the application of whole class instruction as an alternative instructional strategy to ability grouping in first grade reading instruction. Subjects, 57 first-grade students in two classrooms attending an elementary school in a middle-class section of Orem, Utah, used the Companion Reading Program, which specifies whole class instruction, during the 1987-1988 academic year. In addition, teachers also used peer tutoring, individual seat work exercises, silent reading, and mastery checking. Classroom observations, interviews, and document analysis constituted the data collection procedures. Results indicated that in the context, setting, and time of the case study, whole class instruction was a viable alternative to ability grouping. The teachers involved felt that the advantages far outweigh the disadvantages in using this instructional strategy. (Thirty-two references and an appendix of field notes are attached.) (RS)

DOCUMENT RESUME

ED 311 439 CS 212 055

Overduin, Henry
Titus Brandsma 1881-1942: An Enduring Symbol for Freedom of the Press.
PUB DATE- 13 Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- European History; Foreign Countries; *Freedom of Speech; *Journalism History; *Nazism; Priests; Publishing Industry; Religious Factors
IDENTIFIERS- *Brandsma (Titus); Catholic Church; Journalism Research; Journalists; *Netherlands
Titus Brandsma, a Dutch Carmelite priest, philosopher, educator, and active journalist, was killed by the Nazis in Dachau on July 26, 1942. Beatified by the Catholic Church in 1985, he was hailed as a potential second patron saint for journalists and unofficially adopted as such by some organized groups. The incident that precipitated his arrest and death was his organized opposition to a Nazi order explicitly forbidding appeal to principles as a reason to reject their advertising. His story is especially relevant for the North American context of today, where the social responsibility theory of the press postulates a secular press serving a pluralistic society. Within that context the "right of access" to the editorial and advertising columns is a controversial issue. The story of Brandsma's life and his final refusal to accept reasoning that explicitly forbade appeal to principles demonstrate the seriousness of principled journalism and publishing. The principle that the Nazis rejected and Brandsma was ready to die for was the principle of a free press--not just a Catholic press, but any press based on principles that go beyond commercial considerations. Thus he emerges as an enduring symbol of freedom of the press, one whose life and death transcend his own time and situation. (Seventy-four notes are included.) (MS)

DOCUMENT RESUME

ED 311 453 CS 212 097

Jett-Simpson, Mary, Ed.
Adventuring with Books: A Booklist for Pre-K-Grade 6. Ninth Edition. The NCTE Booklist Series.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 00783-3020; $12.95 member, $16.50 nonmember).
NOTE- 570p.; Prepared by the Committee on the Elementary School Booklist of the National Council of Teachers of English. For earlier edition, see ED 264 588.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Art; Athletics; Biographies; *Books; *Childrens Literature; Elementary Education; Fantasy; Fiction Nonfiction; Poetry; Preschool Education; *Reading Materials; Recreational Reading; Sciences; Social Studies
IDENTIFIERS- Historical Fiction; *Trade Books
Intended to provide teachers with a list of recently published books recommended for children, this annotated booklist cites titles of children's trade books selected for their literary and artistic quality. The annotations in the booklist include a critical statement about each book as well as a brief description of the content, and--where appropriate--information about quality and composition of illustrations. Some 1,800 titles are included in this publication; they were selected from approximately 8,000 children's books published in the United States between 1985 and 1989 and are divided into the following categories: (1) books for babies and toddlers, (2) basic concept books, (3) wordless picture books, (4) language and reading, (5) poetry, (6) classics, (7) traditional literature, (8) fantasy, (9) science fiction, (10) contemporary realistic fiction, (11) historical fiction, (12) biography, (13) social studies, (14) science and mathematics, (15) fine arts, (16) crafts and hobbies, (17) sports and games, and (18) holidays. There are also sections on professional books teaching with literature, and book awards and booklists. A directory of publishers as well as author, illustrator, subject, and title indexes are included. (MS)

DOCUMENT RESUME

ED 311 469 CS 212 118

Rijlaarsdam, G.; Schoonen, R.

Effects of a Teaching Program Based on Peer Evaluation on Written Composition and Some Variables Related to Writing Apprehension. SCO Cahier Nr. 47.

Amsterdam Univ. (Netherlands). Stichting Centrum voor Onderwijsonderzoek.

PUB DATE- Sep 88
AVAILABLE FROM- Stichting Centrum voor Onderwijsonderzoek (SCO), Grote Bickersstraat 72, 1013 KS Amsterdam, The Netherlands ($7.00 US plus postage).
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Cooperative Learning; Foreign Countries; Grade 9; Junior High Schools; *Peer Evaluation; Peer Groups; Peer Influence; *Peer Teaching; Secondary Education; Teaching Methods; *Writing Apprehension; Writing Instruction; Writing Research
IDENTIFIERS- Netherlands; Writing Attitudes; *Writing Groups

A study examined the effects of peer evaluation on writing performance and attitudes of ninth-grade students. Data were collected from 11 teachers in eight different schools. Each teacher taught two ninth grade English classes, one according to traditional methods and one with the experimental condition in which students taught each other by commenting on each other's essays in writing. All students wrote discursive essays making use of printed documentation. Five hundred sixty-one students participated in the main attitude survey; 792 essays were written. Results revealed that the difference between peer feedback and teacher feedback produced no differences on writing performance and psychological variables. Also, sex and proficiency level showed little or no effect in relation to type of feedback. (Two figures and 13 tables of data are included; 142 references and a list of the 47 SCO documents available for purchase are attached.) (KEH)

DOCUMENT RESUME

ED 311 485 CS 506 762

Engstrom, Erika; And Others
Evidence for Differential Effects on Males and Females in the Wake of Post-Debate Analyses.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Audience Response; Communication Research; *Debate; Emotional Response; Persuasive Discourse; *Political Attitudes; Political Candidates; Presidential Campaigns (United States); *Sex Differences
IDENTIFIERS- *Political Analysis; *Political Communication
A study examined the differences between how men and women respond to expert political analysis of political debates and the extremeness of traits attributed to the candidates. Subjects, 30 males and 45 females enrolled in courses at the College of Journalism and Communication of the University of Florida in the fall of 1988, viewed the live broadcast of the Vice-Presidential debate on October 5, 1988. Thirty-five subjects viewed eight minutes of post-debate analysis while the other 40 subjects did not view any analysis. All subjects filled out the same questionnaire. Results indicated that (1) males and females who were less emotionally involved during the debate were similar in how extremely they evaluated the candidates; (2) females were less extreme in their evaluations after viewing the post-debate analysis; (3) watching the post-debate analysis had no effect on the extremeness of evaluations expressed by men who were highly politically involved; and (4) females rated Lloyd Bentsen as significantly less weak than did males. (Three figures of data and 33 references are attached.) (RS)

DOCUMENT RESUME

ED 311 502 CS 506 824

Ettema, James S.; And Others
Agenda-Setting as Politics: A Case Study of the Press-Public-Policy Connection at the Post-Modern Moment.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Audience Response; Case Studies; Cultural Context; *Mass Media Effects; Media Research; *News Media; Policy Formation; *Political Power
IDENTIFIERS- Media Coverage; Policy Issues; *Postmodernism
In the spirit of the postmodern movement, this paper mixes the genres of survey research, in-depth interviews, and textual analysis to comment on governance in the media age. Using these methods, the paper traces the movement of a particular issue, international child abductions, on the agendas of the press, the public, and policy elites. Ultimately, the agenda-history of this issue is found to be a case study in cultural constraints on mass-mediated political power. Results of the study reported in the paper suggest that media logic--the epistemology of the vivid instance and the dramatic case--contains within it the counterpoised tendencies toward both the imposition of meaning and the dissipation of meaning--that normalization can be frustrated by fragmentation--and that it is impossible to predict how these tendencies will "play out" in any particular situation. The paper concludes that politics is, then, a game played under the rules of postmodern media culture, a "game of truth effects" as Baudrillard maintains, but also a game of power that is still real enough to matter. Two tables of data are included and 30 references are attached. (RS)

DOCUMENT RESUME

ED 311 518 CS 506 875

Slater, Michael D.; Flora, June A.

Health Lifestyles: Audience Segmentation Analysis for Public Health Interventions.

PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). An earlier version was presented at the Annual Conference of the American Public Health Association (New Orleans, LA, October 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Cluster Analysis; Communication Research; *Health Education; Health Programs; Health Promotion; *Life Style; *Public Health
IDENTIFIERS- *Health Attitudes; Health Behavior; Health Communication; Market Research

This paper is concerned with the application of market research techniques to segment large populations into homogeneous units in order to improve the reach, utilization, and effectiveness of health programs. The paper identifies seven distinctive patterns of health attitudes, social influences, and behaviors using cluster analytic techniques in a sample drawn from four California cities (N=2,504). The paper finds that these lifestyle clusters predict associated behaviors, including seatbelt use, vitamin use, and attention to health information, with higher means for health-oriented clusters in each case. Furthermore, the paper finds that the clusters predict self-reported improvements in health behavior--e.g., eating less salt and losing weight--and self-reported new exercise as measured in a two-year follow-up, with higher means again found, with two exceptions, for health-related clusters. Implications for public health education and intervention efforts, and future research directions are discussed. Four tables of data and eight notes are included, and 17 references are attached. (Author/SR)

DOCUMENT RESUME

ED 311 534 EA 021 292

West, Gary

Giving Teachers the Time To Teach: The Classroom Management System in the Public Schools of South Carolina.

PUB DATE- Jan 89
NOTE- 7p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Computer Managed Instruction; *Computer Uses in Education; Elementary Secondary Education; *Instructional Improvement; *Management Information Systems; Public Schools
IDENTIFIERS- *South Carolina Classroom Management System; *South Carolina Education Improvement Act 1984

The major components of South Carolina's Classroom Management System (CMS) are described, and CMS components are related to the reduction of teacher time and paperwork in the instructional planning and record-keeping processes. Specific detail is given for the instructional management component of CMS because of its potential for managing curriculum and instruction. The South Carolina Education Improvement Act requires school personnel to document that standards are met and that remediation is successfully provided in cases where standards are not met. The discussion is not limited to the use of CMS in remedial or compensatory settings, however. Hardware, software, and training programs are discussed with respect to their impact on the classroom teacher and the services provided by that teacher. Essentially, CMS is a pilot program used to develop teacher-level management tools that will computerize and automate the assessment and diagnosis of student needs, the selection and application of instructional prescriptions, and the recording and reporting of the results of those processes and procedures. (JAM)

DOCUMENT RESUME

ED 311 549 EA 021 319

Augenstein, John J.; Thom, Carl G.
Educational Administration and Leadership Institute: The Master Teacher Approach.
PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Career Development; Elementary Secondary Education; Higher Education; *Instructional Leadership; *Management Development; *Master Teachers; *Occupational Aspiration
IDENTIFIERS- *Marquette University WI
An examination was conducted of the Marquette University Institute for Educational Leadership that uses the master teacher concept to assist both aspiring and experienced educational administrators to enhance their horizons and further their professional growth. Sixty-six of the 70 graduate credit enrollees returned their demographic data sheets and evaluation reports. Findings indicated that most participants took from each session some new ideas and/or suggetions for practice. Participants' viewpoints of the sessions conducted during the 1988-89 school year are identified for their perceptions about content, modes of presentation, and facilities. (SI)

DOCUMENT RESUME

ED 311 564 EA 021 335

Guerrero, Frank; And Others

A Potpourri of Staff Development Practices: What Works/What Doesn't. Draft.

PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Preservice Teacher Education; Professional Continuing Education; *Professional Development; *Program Evaluation; *Staff Development; *Teacher Improvement

A systematic look at four large staff development efforts, their staff development activities, their commonalities and differences, and their strengths and weakness focuses on the following programs: The New Teachers Workshop; Staff Development Program in Mathematics, Science and Computer Science; The Mentor Teacher Internship Program; and the Mathematics and Science Relicensing Project. The study describes the population served, selection criteria, the particpants' reactions to the training, the impact of the training on participants' performance in the classroom; the activities/practices that were successful; and the activities/practices that were not successful. Evaluation instruments consisted of an examination of existing program documentation, interviews of program participants and their supervisors, interviews with central program administration, analyses of participants' surveys, analyses of supervisors' surveys, and analyses of staff development reaction forms. Results showed that although these four programs addressed different teachers' needs in a variety of ways, the most successful activities/practices were those that delivered training in a timely fashion; matched training to the actual needs of teachers; scheduled staff development activities at convenient times in convenient locations; emphasized hands-on practical activities, techniques, and materials; provided additional avenues for learning beyond the training activities; provided incentives for participating teachers; piloted new staff development efforts on a small scale; and provided time for participants to share information and experience.

Recommendations for strengthening each program are also offered. (JAM)

ED 311 178 CE 053 022

Balde, Maatje; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Netherlands.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 430p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Case Studies; *Continuing Education; Dutch; Females; Foreign Countries; Government Role; Job Training; Literacy Education; Medical Education; Nontraditional Occupations; *Nursing Education; Office Occupations Education; Preretirement Education; *Program Development; Reentry Workers; *Second Language Instruction; Self Actualization; *Womens Education; Word Processing
IDENTIFIERS- *Netherlands

Twenty adult education programs being conducted in the Netherlands are described in the case studies in this packet. The courses range from adult basic education to continuing education courses in languages from basic nursing courses to advanced neurology. The following programs are profiled: (1) open school (Balde); (2) study house for adults (Wilson); (3) Dutch as a foreign language (Wilson); (4) Dutch as a foreign language for adults (Zuidhoff); (5) television academy (Dircken); (6) psycho-geriatrics for home helpers (Oosting); (7) inservice occupational training for bank middle managers (Zuidhoff); (8) advanced nursing course (van der Stel-Overdulve); (9) part-time training in sick care (van der Stel-Overdulve); (10) inservice training in basic general nursing (van den Berg-Ran); (11) part-time course for teachers of nursing (van den Berg-Ran); (12) improvements in medical practice (Dresscher); (13) practical neurology (Dresscher); (14) medical specialists (Oosting); (15) occupational retraining in office skills/word processing (Balde); (16) language school for refugees (Stark); (17) assertivity course (Nijhof); (18) preretirement education (van Straalen-Vanwaard); (19) reentry course for women in construction trades (de Ruiter); and (20) management and computer education for reentry women (Stark). Program descriptions include information on contact person, type of program, sponsoring institution, content, participants, funding and budget, goals and outcomes, and suggestions for improvement. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category and guidelines for contributors.) (KC)

ED 311 194 CE 053 113

Simon-McWilliams, Ethel; Caldwell, Fran

Glimpses into Northwest Lives: Some Outstanding Women.
Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Biographies; Elementary Secondary Education; *Females; Modeling (Psychology); Nontraditional Occupations; Observational Learning; *Role Models; Success
IDENTIFIERS- Alaska; Idaho; Oregon; *United States (Northwest); Washington

Intended as a motivational tool to be used in public school classroom instruction and counseling, this document recognizes some of the outstanding women, from varied ethnic and racial backgrounds, who have contributed to life in the northwestern United States. The document contains succinct biographies of 37 women, and also includes suggestions to teachers and counselors on how to use the document with students. Each biography includes a photograph of the woman featured. The women live in Alaska, Idaho, Oregon, and Washington, and their biographies are grouped by state. The occupations of the women include the following: traditional basket weaver; bush pilot; attorney; civil rights activist; home economist; teacher; poet; violinist; engineer; legislator; theatre director; nuclear engineer; dentist; corporate executive; social service director; bank administrator; military leader county commissioner; business owner and manager; counselor; Native American mask artist; international marketing entrepreneur; secretary of state; zoo director; nurse practitioner; civic leader; community health representative; restaurateur; city lawmaker; consultant; state legislator; Congressional representative; Native American language translator; school board director; and historian. The document's advice to teachers and counselors includes suggestions on the following themes: (1) success; (2) history and tradition; (3) obstacles to overcome; and (4) learning. (CML)

ED 311 223 CE 053 208

Advanced Electricity. Microprocessors and Robotics. Curriculum Development. Bulletin 1803.
Southeastern Louisiana Univ., Hammond.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Feb 87
NOTE- 232p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; Competency Based Education; Computer Software; *Course Content; Course Organization; *Electricity; *Electronics; Equipment; High Schools; Industrial Arts; Learning Activities; *Microcomputers; *Robotics; State Curriculum Guides; Student Organizations; Technical Education; Technological Advancement; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Louisiana

This model instructional unit was developed to aid industrial arts/technology education teachers in Louisiana to teach a course on microprocessors and robotics in grades 11 and 12. It provides guidance on model performance objectives, current technology content, sources, and supplemental materials. Following a course description, rationale, and content outline time schedule, the guide contains 12 instructional units covering the following topics: review of basic electricity/electronics; past and future of computing; digital electronics; microprocessors; introduction to computer hardware; introduction to software; introduction to robotics and automation; classification of robots; interfacing; application of robots; impact of robotics on society; and teaching microprocessors and robotics through competitive events. Each unit consists of an introduction; competencies general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject matter content related to specific performance objectives and learning activities; activity sheets; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

ED 311 238 CE 053 238

Bigelow, Donna; And Others
Apprentice Preparation Program.
Arctic Coll., Arviat (Northwest Territories).
PUB DATE- Nov 88
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Apprenticeships; Communication (Thought Transfer); *Communication Skills; Course Content; Disadvantaged Youth; Educationally Disadvantaged; *Education Work Relationship; Lesson Plans; Postsecondary Education; *Program Effectiveness; *Science Instruction; *Trade and Industrial Education; Work Experience Programs
An apprenticeship preparation program was conducted at Arctic College Eskimo Point, Northwest Territories, Canada, to overcome young people's educational limitations by offering professional training in a vocational area followed by a combination of work experience and academic upgrading. The academic upgrading stressed computer-assisted learning. The project was successful in four ways: (1) all eight original trainees completed the program; (2) two housing units were completely renovated; (3) the average academic level increase was 1.1 grades; and (4) positive attitudes toward learning were developed. The program, perhaps because it was too short, was unable to prepare any of the trainees for the Trades Entrance Examination. (Most of this package consists of the materials used to conduct the two courses of the program, communications and science. Course summaries, weekly course outlines, lesson plans, tests, and, for the science course, laboratory procedures and materials costs are provided. The packet also includes weekly schedules and a 17-item bibliography.) (KC)

ED 311 253 CE 053 259

Auspos, Patricia; And Others

Implementing JOBSTART. A Demonstration for School Dropouts in the JTPA System.

Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- EXXON Corp., New York, N.Y.
PUB DATE- Jun 89
NOTE- 275p.; For a related document, see ED 281 915.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Demonstration Programs; *Disadvantaged Youth; *Dropout Programs; Dropout Research; Dropouts; Employment Potential; *Employment Programs; Federal Programs; High Risk Persons; High Schools; Job Placement; *Job Training; Outcomes of Education; Program Evaluation; Recruitment; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

The JOBSTART demonstration program addresses the employability problems of school dropouts by testing a program of basic education, occupational skills training, support services, and job placement assistance for young, economically disadvantaged dropouts who read below the eighth-grade level. The program is being offered at 13 diverse sites, primarily under the Job Training Partnership Act (JTPA). In the first year, the 2,312 applicants were randomly assigned either to an experimental group offered a chance to participate in JOBSTART or to a control group not offered JOBSTART but any other community services. A 12-month follow-up survey yielded 1,401 responses (82 percent). Highlights of the evaluation include the following: (1) JOBSTART participants were more disadvantaged than youths served by JTPA; (2) median participation was 6 months compared to 3.4 months for JTPA Title IIA participants; (3) participants receiving basic education followed by job training had better educational attainment than those in concurrent education/training programs; (4) JOBSTART participants were substantially more likely to receive high school diplomas or equivalency--however, they earned less than the control group in the short term; (5) job placement was the least successful component; and (6) some constraints were imposed by JTPA performance standards and contracting practices. Lessons were derived for each program component as well as for three program design issues: choice of institutional sponsor, concurrent versus sequential education and training, and brokered versus in-house sequential program. (Appendices describe evaluation data sources and methodological issues. Fifty-five references are included.) (KC)

ED 311 267 CE 053 275

Forestry Technical Advisory Committee on Curriculum Development. Job Clusters, Competencies and Task Analysis.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnel Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- Dec 88
NOTE- 44p.; For related documents, see CE 053 272-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Competence; Conservation (Environment); Curriculum Development; *Educational Needs; *Forestry; Forestry Aides; *Forestry Occupations; *Job Analysis; *Lumber Industry; Natural Resources; Nurseries (Horticulture); Occupational Clusters; *Occupational Information; Paraprofessional Personnel; Postsecondary Education; Secondary Education; Statewide Planning; Task Analysis; Trees; Wildlife Management
IDENTIFIERS- *Montana

This skills inventory for forestry occupations was developed by a technical committee in Montana to assist in the development of model curricula and to address state labor market needs. The committee included employers from the forestry industry, members from trade and professional associations, and educators. The validated task list and defined job clusters are intended to provide information on the type and level of knowledge and skills needed for entry, retention, and advancement in Montana forestry occupations. The guide contains the following: (1) Montana supply and demand occupational information; (2) occupational characteristics of selected jobs in the forestry industry; and (3) task lists and job titles for forest industry occupations in three major categories--natural resources management, forest-related services, and forest product manufacturing. The document includes information on training time for forestry occupations; mathematics and language training time; physical demands; and environmental working conditions. (KC)

ED 311 282 CE 053 314

Job Skills Program Biennial Report 1985-1987.
Washington State Board for Vocational Education, Olympia.
PUB DATE- 87
NOTE- 17p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; Education Work Relationship; *Employment Programs; Entry Workers; *Industrial Training; *Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Retraining; *School Business Relationship; *State Programs
IDENTIFIERS- *Contract Training; *Washington

The Washington State Job Skills Program (JSP) was established by the legislature in 1983 as an economic development incentive to provide customized, quick-start training to meet the employment needs of new or expanding businesses in the state. Funds are granted to public and private educational institutions to train people for new jobs, prepare employees for position upgrades that result in new vacancies, or retrain existing employees when necessary to preserve their jobs. Private business or industry is then required to contribute a match--in cash or in kind--at least equal to the JSP training grant awarded. During the 1985-87 biennium, 43 projects were funded, and more than 3,200 people were trained. Much of Washington business and industry now has an increased understanding of the educational system--and vice versa--thanks to participation in JSP projects. More than 90 percent of the persons who enrolled in the program completed their training, and 97 percent of completers were placed in private sector positions and are now economically self-sufficient. Besides the economic development and job placement benefits, JSP has promoted increased interagency coordination, industry-education partnerships, and expansion and updating of vocational education curricula. (KC)

ED 311 312 CG 021 925

You Have the Right If You Know It: A Rights and Responsibilities Handbook for Virginia Teenagers.
Virginia State Dept. for Children, Richmond.
SPONS. AGENCY- Virginia State Dept. of Welfare, Richmond.
PUB DATE- 87
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Corporal Punishment; Drug Abuse; Employment; Higher Education; *Legal Responsibility; Secondary Education; Sexuality; *Student Responsibility; *Student Rights; *Student School Relationship; Youth Problems
IDENTIFIERS- *Virginia

Two hundred and sixty questions and answers on the rights and responsibilities of Virginia youth are presented in this document. Questions and answers are presented in these 12 categories: transportation; juvenile justice; drugs; education; employment; financial responsibility; sexual conduct; health; parental responsibilities; family planning; legal change; and miscellaneous. In the category of education these questions are presented: (1) legal obligation to attend school and exceptions to this law; (2) availability of homebound education; (3) legality of corporal punishment in schools; (4) responsibility of students to pay for damage to school property; (5) legality of student appearance rules; (6) right of students to assemble, to petition, and to express opinions; (7) students' rights concerning search and seizure; (8) rights of students to access their records; (9) students' rights regarding expulsion and suspension; and (10) post-high school educational opportunities. The section on drugs defines five classes of drugs, explains the physical and psychological effects of using them and identifies whether or not they are addictive. The section on sexual conduct provides a brief description of some of the laws and court procedures about sexual conduct. The section on family planning answers questions about marriage, birth control, foster care, and adoption. (ABL)

ED 311 328 CG 021 942

Boyd, Vivian; And Others
Diagnostic and Prescriptive Group Interviews for Nonfreshmen in Academic Jeopardy. Research Report #10-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Services; Higher Education; *High Risk Students; *Intervention; Program Effectiveness; *School Counseling; *School Holding Power; *Undergraduate Students

Many at-risk students fail to avail themselves of the resources provided for them by their universities. In the interest of academic retention, colleges and universities are taking an increasingly proactive stance and contacting at-risk students to offer them specific services. This study compared retention rates of at-risk college students (N=65) to whom assistance materials were mailed, at-risk students (N=60) who attended one workshop session in which the materials were given out, at-risk students (N=14) who attended two workshop sessions, and a comparison control group of at-risk students (N=49). All of the students were undergraduates above the freshman level. Materials provided included a checklist of causes of poor grades and a resource manual which described resources available on campus to help students overcome problems. The results indicated that students in the three treatment groups had higher retention rates than students in the control group. There was a slight tendency for the rates of persistence in good standing to be higher for the treatment groups than for the control group. The findings suggest the diagnostic and prescriptive workshop may be more effective for freshmen and sophomores than for upperclassmen since freshmen and sophomores have more semesters in which to make academic improvement. (ABL)

ED 311 344 CG 021 959

Gattiker, Urs E.

Individual Differences and Acquiring Computer Literacy: Are Women More Efficient Than Men?

Lethbridge Univ. (Alberta). Faculty of Management.

SPONS. AGENCY- Alberta Advanced Education and Manpower, Edmonton.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; *College Students; *Computer Literacy; *Computer Science Education; Computer Uses in Education; Foreign Countries; *Grade Point Average; Higher Education; *Individual Differences; *Sex Differences
IDENTIFIERS- Canada

The training of computer users is becoming increasingly important to all industrialized nations. This study examined how individual differences (e.g. ability and gender) may affect learning outcomes when acquiring computer skills. Subjects (N=347) were college students who took a computer literacy course from a college of business administration designed to allow the student to be more efficient in a work environment employing computers. The course involved both lecture and hands-on practice with computers. Students were divided into three groups based on their grade point averages and whether they had taken a computer course previously. Analyses of the data indicated that women tended to be more successful than men in transforming practice effort with the computer into higher learning performance for various ability groups. Lower ability students benefited primarily from attending an earlier computer science class in the hands-on section of the subsequent computer literacy course for office settings. The results obtained question some assumptions made in the literature about what constitutes efficient training for acquisition of computer skills. (Author/ABL)

ED 311 359 CG 021 974

Paterson, Andrea; Rhubright, Ellen
Housing for the Mentally Ill: A Place Called Home. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Sep 88
NOTE- 12p.; Update of ED 274 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Community Services; *Deinstitutionalization (of Disabled); Federal Legislation; *Government Role; Health Needs; *Housing Needs; Housing Opportunities; *Mental Disorders; Mental Health Programs; *State Legislation

Housing is a critical component of community care for people with long-term mental illness. Without a place to live, the best mental health treatment and the most sophisticated rehabilitation services cannot be effective. The first phase of the deinstitutionalization movement, releasing large numbers of patients from the state hospitals and diverting admissions, has been successful. The second phase, providing for the needs of persons with mental illness in the community, has fallen short of its goal. Problems in achieving this goal have included the lack of program coordination; local problems with housing programs such as the chronic poverty of mentally ill persons; and misconceptions about the nature of mental illness. Adequate residential treatment programs for persons with mental illness should include affordable, low-income or subsidized housing; a location near support services and public transportation; a non-threatening community atmosphere encouraging independent living; and linkage to and availability of a range of services. The years to come promise to bring increased demand for services. State legislators will want to incorporate many different interests in their long-range efforts to solve the problem of housing for persons with mental illness. (Specific programmatic and legislative responses of the states are included.) (ABL)

ED 311 374 CG 021 989

Brick, John
Drugs and the Brain: An Introduction to Neuropharmacology. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 87
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 26p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Drug Use; *Pharmacology
IDENTIFIERS- *Neuropharmacology; *Psychoactive Drugs
The thousands of different drugs on the market can be separated into two categories: drugs that affect behavior, called psychoactive drugs, and drugs that do not affect behavior. Drugs get into the body by mouth, inhalation into the lungs, by injection into a vein, muscle or under the skin, and by absorption through mucous membranes. Regardless of the route most drugs must get into the circulatory system in order to travel to the target organ and exert an effect. Once in the circulation a drug must still pass several "barriers" before reaching its site of action and producing a change in behavior. Three of these barriers are the blood capillaries, the blood-brain barrier, and the placental barrier. The brain receives, integrates, and responds to sensory information it receives from peripheral organs and their receptors, and in addition is responsible for all cognitive functions. Changes in brain cells are responsible for all behavior, including those changes in behavior produced by psychoactive drugs. All psychoactive drugs produce their effects by altering the functional activity of neurotransmitters. Psychoactive drugs can increase or decrease the functional activity of various neurotransmitters. There are five major classifications of psychoactive drugs: stimulants, anti-psychotics, sedatives/hypnotics, opiates or narcotics, and psychedelics or hallucinogens. The termination of drug action is accomplished primarily by changing it to another molecular structure so that it is no longer an active agent or so that it can be removed from the body. Many psychoactive drugs can produce tolerance or dependence. (ABL)

ED 311 405 CS 009 795

Piccinino, Barry
Have You Tried Readers' Theater in Your Reading Classroom?
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Conference of the Western College Reading and Learning Association (22nd, Seattle, WA, March 15-18, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Creative Dramatics; Higher Education; Instructional Materials; Literature Appreciation; Oral Interpretation; *Readers Theater; *Reading Aloud to Others; Reading Instruction; Remedial Reading; Teaching Methods
IDENTIFIERS- Drama in Education
This paper advocates the use in the college reading classroom of Readers' Theater (a medium in which two or more oral readers, without memorization, special costumes, lighting, props, or sound effects, through creative oral reading cause an audience to explore drama, prose and poetry). Sections in the paper discuss: the definition of readers' theater; its advantages and disadvantages; choices of materials and suggested materials; cutting and adaptation; classroom use; personal considerations; physical arrangement and movement; rehearsal; onstage and offstage focus; and group self-evaluation. (SR)

ED 311 423 CS 009 815

Blacharski, Carol S.
Improving Reading Comprehension of Basic Students by Orally Reading High Level Material.
PUB DATE- May 85

NOTE- 74p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dramatics; Grade 7; Junior High Schools; Middle Schools; Oral Interpretation; *Oral Reading; Program Effectiveness; *Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- Florida; Stanford Diagnostic Reading Test
This study examined the effectiveness of a program with three basic features--high interest plays, oral reading, and high readability level--designed to aid middle school students scoring two or more years below grade level in reading comprehension. Subjects, 13 boys and two girls enrolled in a basic English class in a suburban middle school located in a southern coastal town in Florida, read aloud and discussed plays from "Read" magazine and participated in group dramatic activities based on the plays over a 10-week period. Results from posttest reading comprehension tests indicated that the program is an effective method for improving the comprehension skills of middle school students reading below grade level. (Thirty-six references and appendixes of data, evaluation instruments, and discussion questions are attached.) (RS)

ED 311 440 CS 212 057

Albers, Randall K.
No More Lip Service: Voice Empowerment in a Story Workshop Composition Class.
PUB DATE- 6 Apr 89
NOTE- 22p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989). Appendixes may not reproduce legibly because of small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; *Freshman Composition; Higher Education; Prewriting; Reading Aloud to Others; Student Writing Models; *Teaching Methods; Writing Processes; Writing Skills
IDENTIFIERS- Empowerment; *Voice (Rhetoric)
There are three serious impediments to the acceptance of voice as a practical focus in the college writing classroom: the attitudes and beliefs of educators; the theories guiding classroom practices; and the classroom practices themselves. A means of overcoming these impediments and of ensuring that students will discover and develop the power of their own voice is the Story Workshop approach which creates a firm context for eliciting voice and developing its many extensions. A semicircular arrangement of chairs enhances listening and use of immediate peer audience factors in oral and written exercises, and a sequenced syllabus moves students from more familiar basic forms that call forth naturally their own distinct and most-often-used voices to forms placing an increasing demand upon more conceptual capabilities. A basic format moves through a series of activities that build sequentially: a recall of vivid images or moments from work read or told in the previous class; oral reading of published models; recall and comment on oral reading, word exercises, oral telling, in-class writing of what was told orally; read-back of the in-class writing; and a final recall. In each activity, the teacher coaches, creates the enabling atmosphere of guided discovery, and thus fosters each student's perceptions about his or her authentic telling and writing voice. (Attached appendixes include samples of student writing, a Story Workshop bibliography and a model of a basic class format.) (KEH)

ED 311 454 CS 212 099

Johannessen, Larry R.
Teaching Strategies for Interpreting and Writing about Literature.
PUB DATE- 19 Nov 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cooperative Learning; English Instruction; Expository Writing; Higher Education; *Literary Criticism; Literature Appreciation; *Teacher Developed Materials; Teaching Methods; Teaching Models; Writing Exercises
IDENTIFIERS- *Writing Strategies
This teaching model, involving character analysis in literature, illustrates effective instruction that engages students in an interpretive problem, helps them make complex interpretations, and enables them to transform their conclusions into effective literary analysis. The introductory activity in the model is a discussion of a student opinionnaire which uses opinions to create interest in a work of literature and helps with problems students will encounter in trying to interpret character. Next is small group work and ensuing class discussion based on a character questionnaire which gives students practice in making inferences about a character, gathering and selecting evidence, and explaining how evidence supports a conclusion about a major character. This is followed by an activity sheet in which students must consider and weigh many possibilities as they rank an extensive list of values and argue their positions to reach a consensus with respect to a particular character's values in a group discussion. The follow-up assignment asks students to do in writing exactly what they have done orally in discussing the character. Appendixes include student activity sheets, opinionnaires and questionnaires, and a sample student essay. (KEH)

ED 311 470 CS 212 120

Stewig, John Warren
An Experimental Visual Literacy Program in Schools.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aesthetic Education; Art Appreciation; Classroom Research; Elementary Education; Grade 1; Grade 5; *Language Acquisition; *Sex Differences; *Student Reaction; Visual Learning; *Visual Literacy; *Visual Stimuli
IDENTIFIERS- Art Criticism; Visual Attention; Visual Preference; *Visual Thinking

A study explored how children respond to visuals and how a program of visual literacy enhances oral and written response to pictures. The first and fifth grades of two schools, one urban and one suburban, with different socioecomic groups of students, were chosen to participate in a 1-year program consisting of one visual literacy lesson per week. Both oral and written data were gathered in sessions in which two stimulus materials representing two distinctly different visual styles were used, one watercolor each by Winslow Homer and Paul Klee. All the children chose one of the paintings and dictated about it. Sixty children (15 from each classroom) actually provided the data. Analysis of responses centered on three different language measures, two for quantity and one for quality. Findings revealed that, regardless of urban or suburban setting, as children grow older, boys seem to move from preferring representational art to preferring abstract art, while girls seem to move from preferring abstract art to preferring representational art. Among neither males nor females in the fifth grade was there apparent developmental progression toward more language. Also, gender differences were apparent in considering number of words generated. (Three tables of data are included.) (KEH)

ED 311 486 CS 506 772

McLeod, Douglas M.
Watching the Watchdog: Antecedents of Media Perceptions.
PUB DATE- Aug 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Audience Response; Community Attitude *Mass Media Role; Media Research; Public Opinion; Surveys
IDENTIFIERS- Wisconsin (Dane County)
A study examined the effects of several structural and individual variables on the perceived role of the media by media representatives and the general public. The focus of the study was on public perceptions of the media as "watchdog," but the images of the media as "guide dog," "rabid dog," "lap dog" and "guard dog" were included. Subjects, 567 residents of Dane County, Wisconsin in 1986 and 480 residents of the same county in 1987, were surveyed by telephone to determine their normative concerns about the role of the media and to assess the evaluative judgments of the media's performance. Results indicated that: (1) community structure was significantly related to the "normative watchdog" scale; (2) socioeconomic variables were related to positive evaluations of the media's "watchdog" performance; and (3) respondents in high socio-economic status groups were more critical of certain aspects of the media's performance, but they are more positive toward the system, including the role played by the media. (Four tables of data are included; and 6 appendixes containing additional data tables as well as 28 references are attached.) (RS)

ED 311 519 CS 506 876

Slater, Michael D.
Social Cognitive Approaches to Media Effects Research.
PUB DATE- May 89
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Based in part on a dissertation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Communication Research; Familiarity; Information Sources; *Mass Media Effects; *Media Research; Mediation Theory; *Social Cognition; Social Influences
IDENTIFIERS- Cognitive Domain; Cognitive Mediation; *Mediation; *Social Reality
Communication researchers should ask more explicit questions concerning the processes by which mediated messages can create, modify, or reinforce beliefs about social actors and social environments. There are four general categories into which to divide variables concerning processing strategies for mediated social information: source characteristics, message characteristics, social inference heuristics, and cognitive style. Three types of circumstances may be distinguished which influence how people account for mediation: a message recipient's goals in processing the message; the domain of social information conveyed in the message; and the relationship between prior social information and that conveyed by a message. The dialectic between theories of mind and theories of social impact is not simple or straightforward. Elucidation of how messages of various kinds are processed should lead to much more focused examination of the conditions and circumstances under which ambitious theories of media effect are likely or unlikely to hold. (Fifty-five references are attached.) (MG)

ED 311 535 EA 021 297

Ondrack, D. A.; Oliver, C.
A Review and Analysis of Performance Appraisal Processes, Volume 1. A Review of the Literature. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
NOTE- 177p.; For volumes 2 and 3, see EA 021 298-299.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Formative Evaluation; *Personnel Evaluation; *School Personnel; Summative Evaluation
IDENTIFIERS- *Ontario
The first of three volumes, this report consists of a review of the literature on performance appraisal with special attention to the literature on certificated personnel in public education systems in th United States and Canada. The literature review shows that there are two predominant approaches to conducting performance appraisals and tw main uses. Approaches focus on the "process" and "outputs" of professional work. Uses are "formative" and "summative." In "formative uses, appraisal information is used for recognition, guidance, coachin development, or problem correction. In "summative" uses, appraisal information is used for administrative decisions on personnel. These approaches to, and uses of performance appraisal are not mutually exclusive, and various combinations can be found in many systems. A major theme that emerged was the growing emphasis on protection of employee rights legislation and the vulnerability of employers to lawsuits arising from contentious personnel decisions based on performance appraisals. These trends have led to considerable effort t improve the reliability and validity of appraisal systems, but have also led to increased bureaucratization of procedures. (JAM)

ED 311 550 EA 021 320

Flinders, David J.
Voices from the Classroom: Educational Practice Can Inform Policy.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 9740

($7.75 prepaid, quantity discounts).
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; Educational Change; *Educational Policy; High Schools; *Staff Development; Teacher Administrator Relationship; *Teacher Student Relationship; *Teacher Welfare; *Teaching Conditions

Educational policy discussions typically exclude the teacher's voice and ignore constraints of time, energy, and resources that challenge teachers and hinder policy implementation. The case studies presented in this monograph attempt to restore the teacher's perspective. Rather than analyzing policy shortfalls stemming from teacher "apathy" or "incompetence," the booklet studies three successful high school English teachers committed to their profession and to visions of "best practice" within diverse classroom contexts. A qualitative approach based on interviews, classroom observations, and examination of written documents was employed to construct the case studies. Each case study contains a description of the teacher's school day and interpretive sections examining work demands and teaching strategies. All three teachers worked at suburban, comprehensive high schools with enrollments of about 1,500. Confronted with persistent demands of curriculum management, large classes, and time constraints, all teachers studied developed conservation and isolationist strategies to ensure their daily survival. Teachers' work environments resemble other "street level bureaucracies" (like police stations and welfare offices) characterized: by (1) inadequate resources; (2) ambiguous goals; (3) unclear performance evaluation criteria; and (4) nonvoluntary clients. Fortunately, the teachers did not process their students as they did their curricula, but negotiated cooperative alliances with students and bent rules in their interest. Policymakers need to follow these teachers' example and seek alliances with teachers, develop supportive staff development programs, relinquish tight control over classroom methods, and revamp their stereotyped images of teachers. (22 references) (MLH)

ED 311 150 CE 051 910

Career Education on Target. District Articulation Plan. Sample Packet
Orange County Public Schools, Orlando, Fla.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom U
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Career Awareness; *Career Education; *Course Content; Elementary Secondary Education; Fused Curriculum; *Integrated Curriculum; *Lesson Plans
IDENTIFIERS- *Orange County Public Schools FL

This packet contains the career education articulation plan for the Orange County, Florida, Public Schools. Components include the following: (1) career education goals for grades K-2, 3-5, 6-8, and 9-12; (2) an articulated career education plan specifying goals for attitudes and appreciation, self-awareness, career awareness, educational awareness, employability skills, beginning competencies, decision-making skills, and economic awareness for each grade K-12; (sample articulated career education lesson plans for each grade. Less plans consist of a goal, objective, skill correlated with suggested development strategy and subject areas, materials, presentation, activities, and transparency masters. (KC)

ED 311 208 CE 053 190

Robson, Rosalie; Barreiro, Mathilde
GED Essay Writing: Writing with Spirit. A Notebook for GED Writing Instructors.
Montana State Univ., Bozeman. Center for Community Education.
SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE- 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; Coherence; Cohesion (Written Composition); *Essays; Essay Tests; *High School Equivalency Programs; Outlining (Discourse); Paragraphs; Persuasive Discourse; Prewriting; Prose; Revision (Written Composition); Sentences; *Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *General Educational Development Tests
This guide was developed to help teachers prepare adult students for the essay writing section of the General Educational Development (GED) tests. It informs teachers of what is expected of students on the essay section of the GED examination, and leads them through the writing process in preparation for teaching students how to write an essay. Topics covered in the guide include the following: the GED essay; the assignment; the materials for teaching writing; factors in teaching writing; on the nature of teaching writing; stages of the writing process; strategies; worrying; committing; improving writing; scoring the GED essay; and using the videotape that accompanies the manual. An appendix provides sample topics for GED essays. A list of 75 references is included. (KC)

ED 311 389 CG 022 004

Bordeaux, Monica N.; And Others
Handicap Parking: A Demographic Study of Legal and Illegal Users.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Southeastern Psychological Association (35th, Washington, March 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Crime; *Demography; *Disabilities; *Racial Differences
IDENTIFIERS- *Handicap Parking Spaces
Studies on handicap parking reveal the existence of a significant problem of unauthorized use of designated handicap spaces. This study examined various demographic variables involved in the illegal use of handicap parking spaces. Subjects (N=266) were drivers of vehicles observed in handicap parking spaces in three grocery store parking lots. Each time a vehicle was observed in a targeted handicap space, as the drivers got out of the car, observers filled in the appropriate data which indicated the sex, age (over or under 25), and race (white or non-white) of the driver and whether they had a handicap tag or not. Parking lot count, weather conditions, time of arrival and departure, and the license plate number were also recorded. Of the 266 total observations, 165 (62 percent) did not display proper handicap identification. The relative number of violations was higher for young (under the age of 25) drivers and for non-white drivers. Although it is difficult to generalize the findings from one community, it is possible that if the rates of violation differ across groups than the effects of intervention strategies may also differ across different demographic groups. (ABL)

ED 311 503 CS 506 828

Eshleman, Joe G.; Neuendorf, Kimberly A.
Perspectives on Humor and Their Application to Mass Media Comedy.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Classification; *Comedy; Communication Research; Human Relations; *Humor; Interpersonal Relationship; *Mass Media; Social Behavior
IDENTIFIERS- Jokes
After an extensive review of the literature on the theoretical underpinnings of humor in human interaction, a six-category typology of humor was developed and exemplified by examples from mass media comedy. Humor can first be divided into two major types: individual level humor or social level humor. These levels are then further divided into the following categories: (1) bisociation and cognition; (2) arousal and physiological response; (3) managing social relationships; (4) social control; (5) reference group affiliation; and (6) disparagement. However, a single comedic event may possess characteristics that cuts across categories. (Forty-five references are appended.) (MS)

ED 311 165 CE 053 009

Skoda, Kamil; Hartl, Pavel
World Perspective Case Descriptions on Educational Programs for Adults: Czechoslovakia.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 129p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Case Studies; *Continuing Education Centers; *Cultural Centers; *Cultural Context; *Educational History; Foreign Countries; Higher Education
IDENTIFIERS- *Czechoslovakia

This document contains two case studies of Czechoslovakian adult education: (1) Czechoslovakian Adult Education (Skoda) and (2) the House of Culture and Its Function in Adult Education (Hartl). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. About half of the Skoda paper describes the historical and structural setting of adult education in Czechoslovakia. Additional sections describe outcomes (goals and benefits) and process (planning, methods, improvement, and participation). A five-item bibliography is included. Major sections in the Hartl paper describe the structure of Czech adult education, the place of the houses of culture within that structure, and the location, staff, funding, and activities of one particular House of Culture situated in a little town in Central Bohemia. Activities include lectures, courses, excursions, concerts, exhibitions, and film club. Lecturers and organizers, educational methods, and evaluation results are described and conclusions and recommendations provided. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 565 EA 021 336

Sistrunk, Walter E.
Changing Demographics: Changing Patterns of Academic Counseling.
PUB DATE- 89
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; College Curriculum; Counseling; Counseling Effectiveness; *Educational Administration; *Educational Trends; *Graduate Students; Higher Education; Professors
The changing demographics of educational administration students and the resulting changes in academic advising are examined in this paper. Personal experiences, observations, and informal talks with hundreds of professors, graduate students, and practitioners are the basis for the research. The intent of the paper is not to provide descriptions of the changing students or of graduate academic advisement or to provide solutions to either the issues or the problems raised, but to provoke discussion of the situation and suggest possible explanation of the changing patterns of counseling. (SI)

ED 311 151 CE 052 387

Mathes, David M.
Workplace Literacy: Raising the Floor of Education in the Workplace.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
PUB DATE- 2 Nov 88
AVAILABLE FROM- Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561 (free).
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988). For related documents, see CE 052 388-391.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Corporate Education; *Education Work Relationship; Labor Force Development; *Literacy Education; Manufacturing; Program Development; *Technological Advancement
IDENTIFIERS- *Workplace Literacy
Changes in the workplace have raised the level of literacy needed by workers to full twelfth grade at least and outstripped manufacturers' ability to retrain workers. Even workers with high school diplomas may not be able to read. Although defined as literate, 40 percent of workers cannot meet the demands of the new technology. In order to achieve the productivity gains offered by innovative electronic technology, a major commitment to workplace literacy programs must be made. The following actions should be taken to develop a successful workplace literacy program: (1) assess the skills of the work force and identify levels of attainment in such areas as reading and mathematics; (2) conduct a job analysis, if necessary, to determine needs of employee groups; (3) develop a curriculum that includes reading, writing, speaking, listening, mathematics, and computer literacy; (4) identify services to be delivered; (5) develop, conduct, and evaluate a pilot project to determine effectiveness in the work group and workplace; and (6) revise and implement a full program. (KC)

:ED 311 239 CE 053 239

Access to FE for Black Adults.
Further Education Unit, London (England).
PUB DATE- Jun 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Black Education; Child Care Occupations; Dance; Drama; Electrical Occupations; Electronics; Foreign Countries; Health Occupations; *Labor Force Development; *Multicultural Education; Music; *Program Development; *Unemployment
IDENTIFIERS- *Great Britain

This document offers guidelines for providers of continuing education that are the result of a British project at Sandown College, Liverpool, England, designed to develop, pilot, and evaluate a program that would enable a greater percentage of unemployed blacks to gain entry to specific vocational programs. (Those programs were electronics and electrical engineering; music, dance and drama; and health studies and child care.) The following guidelines are among those presented: (1) base the design of vocational curricula on the basic skills and culture of black people; (2) ensure that the course relates to work opportunities; (3) counter racial discrimination in the workplace and college; (4) select black students on potential rather than focusing on existing attainments; (5) consult and develop links with black and ethnic community agencies involved in education and training; (6) deploy black lecturers whenever possible; (7) involve senior college management in supporting antiracism in the college; (8) contact students who fail to complete a course with a view to planning alternative routes; (9) establish review mechanisms for flexible learning opportunities involving outreach, community initiatives, and cooperation between agencies in the black community; and (10) find means of accrediting prior experience and learning that relate to the experience of being black. (CML)

ED 311 283 CE 053 316

; Maximizing Potential: For High-Quality Participation in the New Work Force. A Report of the Modernization Study on Vocational Education K-12.
North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- Jul 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Basic Skills; *Educational Change; Education Work Relationship; Elementary Secondary Education; *Employment Potential; Entrepreneurship; Integrated Curriculum; *Job Skills; Mail Surveys; Modernization; *Outcomes of Education; Public Opinion; School Business Relationship; *State Standards; Technological Literacy; *Vocational Education
IDENTIFIERS- North Dakota

A study was initiated to identify desired outcomes for students completing their secondary vocational education experience and a model curricular framework. A steering committee then expanded the scope of the study to include elementary students. The study included: (1) a review of literature; (2) a survey sent to 482 teachers, administrators school board members, legislators, and state educational boards and councils; and (3) public focus groups. The survey response rate was 69 percent. The data were analyzed in two sections: perception of current and past vocational education practices, and perception of academic and vocational experiences. Respondents agreed that there should be a greater emphasis on partnerships with business and community groups, an updating of the system, greater integration of academic and vocational education, more emphasis on systematic staff development, more emphasis on teaching concepts, and greater delineation of student competencies and performance standards. The study concluded that the desired student outcomes need to address applied academic skills; workplace basic skills; basic living skills; technological literacy; technology orientation and exploration; and technology and entrepreneurial studies. Eight recommendations were made to the State Board of Education to modernize vocational education. (Two appendices--Study Results and Modular Curricular Framework--and a 15-item bibliography are attached.) (NLL)

ED 311 298 CE 053 406

Richards, Beverly; And Others
Medical Assisting Competencies. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Business Correspondence; Cardiopulmonary Resuscitation; Career Development; *Clinical Experience; *Competency Based Education; *Curriculum Development; First Aid; Health Personnel; Human Body; Interpersonal Communication; *Medical Assistants; Medical Vocabulary; Nutrition Instruction; Office Occupations; Postsecondary Education
IDENTIFIERS- Asepsis; *Pennsylvania
This document contains medical assisting competencies and competency-based performance objectives, learning activities, resources, and levels of achievement for each competency that were adapted and developed by instructors of medical assisting to suit the needs and legal parameters of Pennsylvania. The competencies and associated elements are intended to help Pennsylvania health occupations educators determine curriculum based on input from business and industry personnel on occupational advisory committees. The document consists of an abstract that briefly describes the project that produced the competencies; an introduction that explains competency-based education; a section that analyzes health care occupations; a section that explains performance objectives; a section that tells how the project objectives were met in the production of the competencies and other elements; a summary; a 14-item bibliography; and an appendix that contains all the competencies and associated elements. In the appendix, the 49 competencies are arranged in 12 instructional units: Role and Responsibility, Clinical/Administrative Office Management, Communications, Microbiology/Medical and Surgical Asepsis, Body Structure and Function, Human Growth and Development, Medical Terminology, Safety in the Health Care Setting, Medical Math/Drugs/Solutions, First Aid/Cardiopulmonary Resuscitation, Nutrition, and Career Opportunity/Employment Preparation. Each competency is accompanied by objectives, learning activities keyed to resources, list of resources, and evaluation procedures. (CML)

ED 311 406 CS 009 796

Knafle, June D.; And Others
Values in American and Hispanic Children's Readers.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Behavior; *Childrens Literature; Comparative Analysis; Cultural Context; Elementary Education; Hispanic Americans; Instructional Materials; Public Schools; *Reading Materials; Reading Research; Spanish Speaking; *Values
IDENTIFIERS- Houghton Mifflin Reading Series; Illinois (Chicago); Scott Foresman Basal Series; Values Research
A study was conducted to assess the values presented in American and Hispanic-American children's readers. The categories of primary interest on the value scale used include: positive behavior, positive feelings, negative behavior, negative feelings, traditional values, Judeo-Christian religious values, other religious values, and neutral values. The values scale was applied to two widely used basal reader series, Scott Foresman and Houghton Mifflin, grades one-four and to seven Hispanic basal reader series of variable grade level through grade four presently used in the Chicago area. An examination of the findings revealed noticeable differences between the two American series in the categories of neutral values, positive feelings, positive behavior, and negative feelings. The stories found in the Hispanic basal readers included values that have religious and traditional moralistic overtones along with very idealistic family values and roles. On the other hand, negative behavior was also presented, such as being drunk, fighting, and treating people cruelly. The Hispanic series examined were very much in accord with Hispanic culture, especially concerning Judeo-Christian religious values and traditional values, so these values are much more prescriptive in the Hispanic series than in the American series. While it seems that the American publishers have gone to a great deal of trouble not to be offensive to any group in a pluralistic society, such is not the case with the Hispanic basal readers. (Five tables of data are included and 18 references are attached.) (MG)

ED 311 566 EA 021 337

Sistrunk, Walter E.
Relationship between the Leadership Style of a Junior High School Principal and the School Climate.
PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Board Administrator Relationship; *Educational Environment; Instructional Leadership; Junior High Schools; *Leadership Styles; Politics of Education; *Principals; *School Community Relationship; *Teacher Administrator Relationship
IDENTIFIERS- *Mississippi
This paper examines the relationships among school climate, leadership styles, and group interaction as perceived by teachers, selected parents, and selected students in a medium-sized Mississippi Delta school district. Parent dissatisfaction with the behavior of a junior high school principal provoked this study. The total sample consisted of 86 respondents. Findings indicate that students were more satisfied with the school climate than were parents, and both students and parents were much more satisfied with it than were teachers. Teachers were very dissatisfied with the school climate as well as the principal's leader behavior. Seven data tables are appended. (SI)

ED 311 424 CS 211 641

Morgan, Mary
Sex Stereotypes in Children's Literature. Focused Access to Selected Topics (FAST) Bibliography No. 16.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071)
DESCRIPTORS- Basal Reading; *Childrens Literature; Content Area Readin Elementary Education; Picture Books; *Reading Materials; Sex Bias; *Sex Stereotypes; Teacher Influence
IDENTIFIERS- Caldecott Award; Newbery Award
Focusing on the topic of sex stereotypes in children's literature, this annotated bibliography contains references of 28 articles and papers in the ERIC database. The citations include articles discussing sex stereotypes in children's reading materials, basals, picture books content area materials, and award-winning children's books. Other sections include articles on teacher influence in reading material selection, and the effects of sex stereotypes on children. (MM)

ED 311 487 CS 506 776

Mitchell, Pamo A.
The Response of the Broadcasting and Advertising Trade Press to Television Blacklisting Practices, 1950-1956.
PUB DATE- Jul 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Advertising; *Broadcast Industry; *Commercial Television; *Communism; Journalism; Mass Media; National Security; Periodicals; *Political Attitudes; Political Power; *Press Opinion; Radio
IDENTIFIERS- *Blacklists; McCarthyism; Media Government Relationship; Pressure Groups
A study focused on how the broadcasting and advertising industries dealt publicly, through the medium of the trade journal, with political pressures shortly after the end of the Second World War. Was blacklisting and the political screening of talent acknowledged in the trade press? If so, did the publications approve or disapprove of the methods used by broadcasters and advertisers to keep alleged communists off the air? The weekly publications selected for analysis included "Advertising Age," "Broadcasting/Telecasting," "Variety," "Advertising Agency," and "Sponsor." All issues of the five trade publications appearing between 1950 and 1956 were analysed--the dates chosen to reflect the height of the blacklisting system. The consensus in most of the trade press was that communists or communist sympathizers in television did represent a genuine threat to national security. The main disagreement among these publications was about the methods used to remove such persons from broadcasting. No evidence was presented that national security had been compromised by television performers, writers, or producers. The world of mass communication cracked badly under the pressures of McCarthyism. Most of the advertising and broadcasting trade press fell in line with the prevailing hysteria. (Twenty-seven references are attached.) (MG)

ED 311 504 CS 506 831

Rogus, Mary T.; Donohew, R. Lewis
The Influence of Anti-Drug Messages on Attitude-Behavior Conflicts.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Research based on a three-year study funded by the National Institute on Drug Abuse.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Behavior Change; Communication Research High Schools; *High School Students; *Illegal Drug Use; Student Attitudes
IDENTIFIERS- Drugs; *Message Design; *Public Service Advertising
A study examined the effectiveness of various formats for anti-drug messages on high school students. Subjects were 342 high school students from Kentucky, divided into drug user and non-user groups.

Four different messages were tested, varying medium (video and print) and style of presentation (expository and narrative). Depending on the subjects' drug use patterns and attitudes toward using drugs, the messages were either consistent or inconsistent with their attitudes and/or behavior. Results indicated that anti-drug messages can be targeted at attitudes or behaviors, and thereby at different groups of users, by manipulating medium and style of presentation. (Two tables of data and three figures are included; 25 references are attached.) (Author/SR)

ED 311 195 CE 053 115

Career Opportunities in Aerospace Technology.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Sep 88
NOTE- 14p.; For related document, see SE 050 887.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Aerospace Education; *Aerospace Industry; *Aerospace Technology; *Career Awareness; *Career Choice; *Employment Opportunities; Job Search Methods; Occupational Information
IDENTIFIERS- *National Aeronautics and Space Administration

This document contains information about professional positions at the National Aeronautics and Space Administration (NASA). The following five types of information are included: (1) the kinds of work NASA does; (2) appropriate fields of college study for those who want to work for NASA (including space sciences, earth sciences, fluid and flight mechanics, materials and structures, propulsion and power, flight systems, measurement and instrumentation systems, data systems, facilities, operations, management, and life sciences and systems); (3) which NASA facilities use graduates with majors in particular fields; (4) education and experience requirements for various job ratings; and (5) how and where to apply for work at NASA. (CML)

ED 311 209 CE 053 191

Computer Software for Teaching Basic Skills to Adults. An Evaluation.
Los Angeles Council on Careers for Older Americans, CA.
SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena. Div. of Adult Education.
PUB DATE- 89
NOTE- 155p.; Portions printed on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Business Skills; *Computer Assisted Instruction; *Computer Software; Educational Resources; Evaluation Criteria; Evaluation Methods; Language Arts; Mathematics Instruction; Office Occupations Education; *Programed Instructional Materials; Reading Instruction; *Skill Development; Social Studies
IDENTIFIERS- Montana

This color-coded guide/catalog was prepared as a resource for adult educators through a Montana project that evaluated computer software for teaching basic skills to adults. The guide is divided into three parts. Part I consists of the results of the assessment and evaluation of 119 pieces of software currently being used at 16 adult basic education sites in the state. Evaluations are organized according to the following subject matter areas: language arts, reading, mathematics science, social studies, business/office skills, and other. For each software title the following are indicated: appropriate level, hardware subject/skill area, publisher, cost, borrowing policy, ratings, instructional purposes, program description, and other comments. Part II of the notebook consists of the data obtained on the six pieces of software purchased and evaluated through the Center for Community Education at Montana State University. Titles are (1) Basic Math Competency Skill Building; (2) LEA 1 Functional Literacy Using Whole Language; (3) Grammar and Writing, a Language Arts Experience; (4) Reading and Thinking I-IV; (5) Crossword Magic; and (6) Compu-Read. This software is available for adult educators in Montana to borrow. Part III contains a listing of other resources that might be helpful to adult educators making decisions about computer software. Included are lists of other evaluation references, several pertinent publications, and a list of software publishers/distributors. (KC)

ED 311 224 CE 053 209

Specialty Animal Production Curriculum Guide for Vocational Agriculture/Agribusiness. Curriculum Development. Bulletin No. 1806.
University of Southwestern Louisiana, Lafayette.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. o Vocational Education.
PUB DATE- Apr 87
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Production; Animal Facilities; *Animal Husbandry; Competency Based Education; Dairy Farmers; Farm Management; Farm Occupations; High Schools; State Curriculum Guides; Vocational Education

This curriculum guide was developed to aid vocational agriculture/agribusiness teachers in Louisiana in improving their instruction and to provide students with the opportunity to obtain skills and knowledge in the production of nontraditional specialty animals. The guide covers the techniques of production, management, care, and marketing of specialty animals. Animals included in the eigh units of the curriculum are crawfish, catfish, bees, crickets and worm for bait, rabbits, bobwhite quail, pheasants, and dairy goats. Each unit begins with a brief introduction, competencies, general and specific performance objectives, methodology, suggested interest approaches, and a unit outline. Specific objectives are included for each topic. The content is organized to facilitate a logical presentation of information. Suggested student activities are provided for each objective to enable students to achieve the objective. Appendixes containing materials for visual aids are provided for some units. Each unit also includes unit tests and answer sheets, recommendations for evaluation and testing, a list of needed equipment and supplies, supplementary materials, and a resource section. (KC)

ED 311 254 CE 053 260

Vocational Gender Equity Project Abstracts 1988-1989.

Virginia State Dept. of Education, Richmond.

PUB DATE- Jan 89
NOTE- 102p.; For a related document, see CE 053 261.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Development; Career Education; Community Programs; Counselor Training; *Demonstration Programs; Displaced Homemakers; *Early Parenthood; Grants; *Nontraditional Occupations; *One Parent Family; Postsecondary Education; Program Descriptions; Program Effectiveness; *Program Implementation; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; State Programs; Teacher Education; Technical Occupations; Technological Advancement
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Virginia

This document contains abstracts of 43 projects conducted through Carl D. Perkins Vocational Education Act sex equity set-aside grants administered by the Vocational Gender Equity Office, Virginia Department of Education. The projects described are grouped in the following categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) a sex equity resource center; and (7) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract provides information on project title, director, location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

ED 311 268 CE 053 276

Agriculture Technical Advisory Committee on Curriculum Development. Job Clusters, Competencies and Task Analysis.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnel Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- Dec 88
NOTE- 43p.; For related documents, see CE 053 272-275.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Engineering; Competence; Curriculum Development; Educational Demand; Educational Supply; *Employment Opportunities; *Job Analysis; Job Skills; Occupational Clusters; *Occupational Information; Postsecondary Education; Secondary Education; Statewide Planning
IDENTIFIERS- *Montana

This skills inventory for agricultural occupations was developed by a technical committee in Montana to assist in the development of model curricula and to address state labor market needs. The committee included employers from the forestry industry, members from trade and professional associations, and educators. The validated task list and defined job clusters are intended to provide information on the type and level of knowledge and skills needed for entry, retention, and advancement in Montana agricultural occupations. The guide contains the following: (1) Montana supply and demand occupational information; (2) occupational characteristics of selected jobs in the agricultural industry; and (3) task lists and job titles for agricultural industry occupations in four major categories--agricultural science, agricultural business, agricultural mechanics, and leadership skills. The document includes information on training time for agricultural occupations; mathematics and language training time; physical demands; and environmental working conditions. (KC)

ED 311 313 CG 021 926

Marged, Judith M.
A Program To Increase the Knowledge of Middle School Students in Sexual Education and Substance Abuse Prevention.
PUB DATE- 89
NOTE- 94p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; Drug Abuse; *Drug Education; Intermediate Grades; Junior High Schools; Middle Schools; Pregnancy; Prevention; *Program Effectiveness; *Sex Education; Sexuality; Teaching Methods
IDENTIFIERS- Sexually Transmitted Diseases
This practicum was designed to increase the knowledge and awareness about sex and drugs of middle school students. The primary goal was to provide current information to the students about pregnancy, sexually transmitted diseases, and adolescent drug abuse. A second objective was to provoke the students into thinking and acting as responsible citizens. Subjects (N=1,445) were approximately 441 sixth graders, 505 seventh graders, and 499 eighth graders. Pretests and posttests were administered to students to determine if learning had taken place through the series of lectures. Interviews were held with students and teachers in order to evaluate presentations. Another school that utilized the same material was evaluated, although the science teachers presented the material to the classes in the second school rather than having one teacher lecture to the entire school. Comparison of the results of the pretest and posttest indicated there was in increase in knowledge following the program. The evaluations indicated that both the teachers and students thought the presentations were informative and useful. The comparison of the two middle schools showed that generally the same facts were learned by the students in both schools. (Author/ABL)

ED 311 329 CG 021 943

Kohatsu, Eric L.; Sedlacek, William E.
Freshman Attitudes and Behavior toward Drugs: A Comparison by Year and Gender. Research Report #8-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; *College Freshmen; *Drug Abuse; Higher Education; *Incidence; *Sex Differences; *Student Attitudes; Trend Analysis

The widespread use of drugs among college students, especially freshmen, has been an area of particular concern. This study examined the attitudes and behavior toward drugs of incoming college freshmen (N=364) in 1978 and incoming college freshmen (N=499) in 1988 using a questionnaire format. The results indicated that there was a decline in drug use between 1978 and 1988, paralleling a nationwide trend. There was a significant decline in incidence rates of nine substances over 10 years, as well as an increase in the percentage of students who never used certain substances. Gender differences lessened with only beer and cigarettes in 1978 and beer in 1988 being found significantly different by gender in incidence rate. There were significant differences by gender in 1988 on reasons for not using 12 drugs, but no significant differences in reasons for using drugs. Freshmen in 1988 also appeared more cautious and conservative regarding both use and legalization of certain substances. (ABL)

ED 311 345 CG 021 960

Guidelines and Strategies for Implementing Career and Life Management 20 in Alberta Catholic High Schools.
Alberta Dept. of Education, Edmonton.
SPONS. AGENCY- Alberta Catholic School Trustees' Association, Edmonton.
PUB DATE- 88
NOTE- 29p.; For the core curriculum, see CG 021 961.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Career Planning; Case Studies; *Catholic Schools; *Curriculum Development; Decision Making; Educational Objectives; Foreign Countries; High Schools; *High School Students; Individual Development; *Religious Education
IDENTIFIERS- *Alberta; *Life Management Curriculum; Life Planning

A core course entitled "Career and Life Management 20" was developed and field tested in Alberta, Canada, and is now required of all Alberta high school students. The Alberta Catholic high schools recognized many similarities between this course and their own Religious Studies Program. An in-depth curriculum analysis was undertaken which compared the core and compulsory themes and selected elective themes in Religious Studies with the Career and Life Management core curriculum. This comparison considered the time spent on each topic, the instructional focus or emphasis, and the anticipated learning or behavioral outcome. It was found that with careful planning and good communication the programs complemented rather than duplicated each other. In the Catholic schools, program integrity was determined to mean that the Career and Life management course should be viewed within the philosophy of God's empowerment and personal free response. Two alternatives were devised in which schools could choose a discrete Career and Life Management course or could offer a modified course in conjunction with Religious Studies courses. In order to work out local instructional plans, cooperation between teachers and school administrators is needed. (This document includes two charts illustrating the overlap of the courses; three case studies; a question-and-answer section; curriculum overview and curriculum correlation worksheet; and a checklist of preparation activities.) (ABL)

ED 311 375 CG 021 990

Russell, Robert D.
What Shall We Teach the Young about Drinking? Revised Edition. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 86
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 19p.; For related documents, see CG 021 983-989.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Alcohol Education; Alcoholism; Children; *Drinking; Elementary Secondary Education; *School Role; *Social Influences; Trend Analysis
Schools today face a dilemma when teaching the young about drinking. If teachers acknowledge the fact that students drink, the teachers may appear to be condoning the behavior. Education about alcohol use that assumes the learners have and are having some actual experience is necessary but remains "difficult" for many teachers in many school settings. The majority of Americans do not favor a return to Prohibition but is increasingly restive about the obvious harm that is associated with alcohol consumption, particularly in accidents involving drunk drivers. The best premise is that education which involves students actively in the thinking and learning processes is the method most likely to help bring about some more relevant way for this culture to consider the use, nonuse, and misuse of alcoholic beverages. The selection of facts for alcohol education is a matter of judgment, but should include such things as the effects of alcohol, concentrations of alcohol in various beverages, and the fact that alcoholism is a treatable illness. Each teacher develops a certain style of teaching which reflects his personality and seems appropriate for the majority of students being taught. The learning experience may be more important for lower-class youth than for middle-class youth. Alcohol education is a unique context in which to see humans, beverages and environments in dynamic interaction. Teaching materials can include those which stimulate thought or which provide information. Education about drinking must make it clear that a lack of agreement about alcohol use exists. (ABL)

ED 311 390 CG 022 005

Whatever Happened to the Class of '75? A Special Report on Oregon Education Based on the Experiences of the Class of 1975.
Oregon State Educational Coordinating Commission, Salem.
PUB DATE- Feb 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Followup Studies; *Graduate Surveys; High School Graduates; High Schools; High School Students; *Vocational Followup; Young Adults

Substantial gaps exist in information relating to the educational experiences of students and the variables which affect student satisfaction, postsecondary participation, and the eventual occupational choices of individuals who have gone through the Oregon educational system. This study focused on a cohort of individuals, the high school class of 1975. Information was collected on their educational experiences after high school which is useful in examining postsecondary access, student flow, retention, educational attainment, and occupational information. Data were collected on 2,100 individuals who completed an earlier survey. The results indicated the class of 1975 was relatively critical of their high school education. Students saw the lack of structure, discipline, and rigorous grading standards to be detrimental. Substantial differences existed between the rich and poor in terms of participation in postsecondary education. Seventy-eight percent enrolled in some form of postsecondary education, with over one-third entering postsecondary education through a community college. Eighty percent of the subjects were working either full- or part-time. Sixty percent planned to continue their education, with nearly one-half of these people enrolled in the business field. (ABL)

ED 311 441 CS 212 066

Anderson, Philip M.

In Defense of the Aesthetic: The Role of English Educators in Defining Culture and Fighting Censorship.

PUB DATE- 8 Apr 89
NOTE- 20p.; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; Artificial Intelligence; *Censorship Educational Psychology; English Curriculum; English Instruction; Higher Education; Intellectual Freedom; Secondary Education
IDENTIFIERS- Aesthetic Reading; *Cultural Literacy; *English Teachers; Hirsch (E D)

For English educators, the censorship issue is more than reactively attending to censors; it is really an issue of what a member of the profession does, where responsibilities lie. English educators must struggle to provide literary experience, aesthetic language experience, and promote writing as dialogue in a social context. Limiting and controlling forms of language experience are as much a censorship threat as limitations on the content of teaching. Most importantly, English educators must resist increasing attempts to reconceptualize human thinking and behavior in technological terms. Two recent developments in educational thinking threaten the aesthetic domain of English teaching, both emanating from technological reconceptualizations of human activity. One trend is the use of cognitive science models, primarily from computer models of thinking, for educational psychology. The other is the continuing use of technical models for school curriculum, especially now that cognitive science precepts are used to legitimate those models. One of the best recent examples of the application of technical rationality to an educational problem is the argument put forth by E. D. Hirsch, Jr., which has resulted in "Cultural Literacy: What Every American Needs to Know." Hirsch's emphasis on "memorization" of cultural data is a computer programmer's idea of how thinking works. English educators, however, need to promote "creative" writing and aesthetic reading in the curriculum, based on models of human learning, not on reductionist computer models. (Twenty-eight references are attached.) (KEH)

ED 311 455 CS 212 102

Kellogg, Ronald T.; Mueller, Suzanne

Cognitive Tools and Thinking Performance: The Case of Word Processors and Writing.

PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Psychonomic Society (Atlanta, GA, November 10-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; Comparative Analysis; Computers; Higher Education; *Word Processing; Writing (Composition); *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Text Factors; Writing Implements; Writing Speed

A study examined whether word processing amplifies writing performance and whether it restructures the process of writing. Sixteen college students wrote a short essay in a single session on either a word processor or in longhand. The quality of the essays was assessed by trained judges who rated their content and style. Text analysis methods were also employed to corroborate the subjective ratings. Writing fluency was measured in terms of words produced per minute of composing time. Changes in the organization of cognitive processing were studied by measuring the degree of cognitive effort and processing time associated with specific writing processes. Findings suggested that word processing restructured writing processes, but failed to amplify writing performance. Most importantly, results indicated that the pattern of allocating cognitive effort to writing processes interacted with the type of writing tool. Whereas effort was distributed about equally to planning, translating, and reviewing when writing longhand, a different pattern was seen on the word processor. Planning and reviewing consumed the most effort, and translating the least. Processing time, in contrast to cognitive effort, failed to show any interaction between writing tool and process. (Nine figures of data are included; 18 references are attached.) (KEH)

ED 311 471 CS 506 536

Brown, Stuart C.
Reconsidering I. A. Richards' Role in the New Rhetoric: Predecessor, Prestidigitator, Proponent.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Language Attitudes; Language Role; *Rhetoric; *Rhetorical Criticism; Rhetorical Invention; Scholarship
IDENTIFIERS- *Rhetorical Theory; *Richards (I A)
I. A. Richards (most easily recognized as the "father" of New Criticism, but a true interdisciplinarian) bears re-examination in light of present discussions over the role and nature of rhetoric as a discipline. Richards' work has more to offer than is presently recognized. First, his work in toto exemplifies the capability and possible role of rhetoricians to reflect and unify the diversity of disciplines in the modern university. Second, his various investigations and speculations in the different disciplines are, for the most part, still unrecognized and unused. His concerns about what rhetoric is and how it is to be used have neither been resolved nor shelved. "The Philosophy of Rhetoric" is a good example of a work which represents the essential characteristics of Richards' thoughts on language and its uses. This paper studies the aims of discourse and types of context, the interinanimation of words, some criteria of words metaphor, and the command of metaphor. (An attachment contains lecture synopses on "The Philosophy of Rhetoric" and a select Richards bibliography.) (SR)

ED 311 520 CS 506 877

Slater, Michael D.
Processing Social Information in Messages: Social Group Familiarity, Fiction/Non-fiction Labels, and Subsequent Beliefs.
PUB DATE- May 89
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Based on a dissertation.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Communication Research; *Fiction; Groups; *Influences; Information Sources; Interaction; Mass Media Effects; *Nonfiction; *Social Cognition; Stereotypes
IDENTIFIERS- *Message Perception; Message Responses
A study examined how the relative familiarity of a social group described in a message may affect the impact of ostensibly fiction and nonfiction messages on subsequent beliefs about social groups. The 24 paid subjects each received one of four sets of prose excerpts. Each set consisted of four excerpts that were labelled as fiction or nonfiction and were manipulated to refer to either a familiar or unfamiliar social group. Interactions between group familiarity and fiction/non-fiction status on beliefs about group member attributes and on confidence in belief estimates were found. It is concluded that fictional messages about unfamiliar groups of people may well have equal or greater impact on readers' beliefs than do nonfictional messages. The results of the study also highlight the contexts in which cultivation and dependency theory are more applicable. (One table and two figures are included, and 41 references are attached.) (MG)

ED 311 536 EA 021 298

Ondrack, D. A.; Oliver, C.
A Review and Analysis of Performance Appraisal Processes, Volume II. Performance Appraisal for Professional Service Employees: A Field Service Study Report. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Educaiton, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

NOTE- 212p.; For volumes 1 and 3, see EA 021 297-299.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Formative Evaluation; *Personnel Evaluation; *School Personnel; *Summative Evaluation
IDENTIFIERS- *Ontario

The second of three volumes, this report consisted of a series of field-site investigations of performance appraisal systems in action t compare actual practices with results reported in the literature revie published in volume 1. The field-site studies conducted at 10 professional service organizations in Ontario and 7 public school systems in the United States mirror many of the results from the literature review with three important additions: (1) many appraisal systems are in constant evolution so what is reported in the literatur may be at variance with actual practices; (2) appraisal approaches depend upon the local environmental situation of the organization; and (3) the bureaucratic cumbersomeness of many appraisal systems causes short cuts to be used. In practice, this means that most teachers/professionals receive at least "satisfactory" ratings and the elaborate quasi-judicial safeguards built into many systems are used only rarely. Two principles seem to operate in the most satisfactory sites. First, a decentralized appraisal system is developed in operational detail by the local organization to reflect local concerns and priorities. Second, the system is developed jointly by supervisors and subordinates so that all involved parties accept the relevance and legitimacy of the appraisal system. (JAM)

ED 311 551 EA 021 322

Extra Pay for Extra Duties of Teachers. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21778; $40.00 plus $2.50 postage and handling).
NOTE- 71p.; For 1983 edition, see ED 238 180.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensation (Remuneration); *Fringe Benefits; *Incentives; Professional Recognition; *Rewards; Salaries; Secondary Education; Tables (Data); *Teacher Salaries

Throughout the United States, school systems are supplementing teachers' incomes as a reward for the guidance and supervision of students who participate in extracurricular activities. To provide school officials with current data on supplementation, in the fall of 1988 1,737 comprehensive surveys requesting teachers' and other selected professionals' wages and salary schedules for 1988-89 were mailed to a national sample of public school systems stratified by pupil enrollment. Of the 1,094 responding districts, 578 provided suitable information for analysis. Within this document, the maximum scheduled supplements are reported under the activities categories of: (1) head varsity athletics (senior high); (2) head varsity athletics (junior high); (3) assistant varsity athletics; (4) nonathletics (senior high); and (5) nonathletics (junior high). The study's results are presented and analyzed according to four enrollment groupings, five per-pupil-expenditure levels, and eight geographic regions. The results indicate that more that 68 percent of the districts supplement the salaries of teachers who perform extra duties and that the highest average maximum supplement for head athletic positions is $3,696.00 and the highest average maximum supplement for nonathletic positions is $2,919.00. (KM)

ED 311 166 CE 053 010

Virtala, Mirja; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Finland.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 145p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Art Education; *Business Education; Case Studies; Continuing Education; Cooperative Programs; *Distance Education; Foreign Countries; *History Instruction; *Information Technology
IDENTIFIERS- *Finland

This document contains eight case studies of the following adult education programs in Finland: (1) an experiment combining classroom teaching and distance education and one that studied the effects of offering art courses at different levels in 1982-1985 (Virtala); (2) cooperative programs since 1981 between municipal and city levels in Mikkeli County (Kauppinen); (3) 12 experiments in vocational education conducted 1985-1987 (Salminen); (4) a developmental work research project at the Adult Education Centre for Salaried Staff during 1987-1988 (Koskela); (5) the Paperiliitto History Project (Kalela); (6) the circulating school for teaching automatic data processing instituted in 1986 (Suortamo); (7) basic instruction in information technology as the target of development work (Vepsalsinen); and (8) development of a training program for production groups in a metal industry company (Pulkkis). Each case study begins with a "face sheet" on which is recorded basic information about the program and the case study itself. The case studies that describe an educational program or center typically include information on the history of the entity, goals and objectives, students served, and curriculum content. Those case studies that describe an evaluation of a program or describe an experiment typically include background information, project goals and objectives, methodology used, population involved, and results of the project. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 179 CE 053 023

Okedara, J. T.; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Nigeria.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 327p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Case Studies; *Continuing Education; Correspondence Study; Foreign Countries; Government Role; *Health Education; Inservice Teacher Education; Job Training; *Labor Education; Literacy Education; Program Development; *Remedial Instruction; *Womens Education
IDENTIFIERS- *Nigeria

Seven adult education programs being conducted in Nigeria are described in the case studies in this packet. The courses range from adult basic education to health education to job training and continuing education for teachers. The following programs are profiled: (1) model adult literacy classes (Okedara); (2) correspondence education (Okedara); (3) remedial education (Okedara); (4) health education--worm eradication program (Anyanwu); (5) professional continuing education for grade 2 teachers (Okedara); (6) workers' education (Ngwu); and (7) women's education (Okedara). Most program descriptions are broad overviews of education in the country, rather than information on a specific program. Where possible, program descriptions include information on contact person, type of program, sponsoring institution, content, participants, funding and budget, goals and outcomes, and suggestions for improvement. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

ED 311 360 CG 021 975

Craig, Rebecca T.; Paterson, Andrea
The Homeless Mentally Ill: No Longer Out of Sight and Out of Mind.
Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Sep 88
NOTE- 15p.; Update of ED 273 910.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Community Services; *Deinstitutionalization (of Disabled); Federal Legislation; *Government Role; Health Needs; *Homeless People *Housing Needs; Housing Opportunities; *Mental Disorders; Mental Health Programs; Models; *State Legislation

The homeless mentally ill, numbering approximately 300,000 persons, are a group neglected and forgotten by society. While deinstitutionalization promised a bright future, the necessary, long-term support to implement deinstitutionalization never materialized. Government policies have helped produce problems that encourage recidivism and homelessness. A model of an integrated and comprehensive system of general and specialized services for the mentally ill includes outreach; assistance for basic needs; adequate mental health care; crisis assistance; comprehensive psychosocial services; rehabilitative and supportive housing options; back-up support, assistance, consultation, and education; recognition and involvement of natural support systems; establishment of grievance procedures and mechanisms to protect client rights; and facilitation of the use by clients of formal and informal helping systems. The success of a program based on this model requires leadership, improved financing, and better coordination among service providers. Without facing squarely the task of providing adequate services for individuals with mental illness living in the community, states can expect continued problems with homelessness. Policymakers and providers should focus on improving community mental health and rehabilitation systems and improving the emergency and transitional shelter network for the homeless mentally ill. (Specific programmatic and legislative responses of the states are included.) (ABL)

ED 311 425 CS 211 788

Shermis, Michael
Writing and Literature. Focused Access to Selected Topics (FAST) Bibliography No. 29.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Literature Appreciation; Teaching Methods; Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing about Literature; Writing Assignments
This annotated bibliography contains 28 references on the ways writing can be used in the study of literature and ways in which literature can be utilized to foster invention in students' writing. The bibliography contains citations from the period between 1982 to 1989 and is divided into three sections. The first section includes strategies, techniques, exercises, activities, and ideas for integrating literature into the writing process. The second section cites two sources for combining the use of computers with writing and literature. The last section examines two studies on extending literature into the writing curriculum. (MS)

ED 311 152 CE 052 388

Huggins, Kenneth
Workplace Oral Communications I. A Working Curriculum.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 89
AVAILABLE FROM- Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561 ($15.00).
NOTE- 112p.; For related documents, see CE 052 387-391.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Blue Collar Occupations; *Corporate Education; Curriculum Guides; Group Dynamics *Interpersonal Communication; Learning Activities; *Listening Skills Literacy Education; *Questioning Techniques; *Salesmanship; *Speech Communication
IDENTIFIERS- *Workplace Literacy
This curriculum is aimed at improving the oral communications skills of blue collar and lower management personnel as they interact in the workplace. It is intended to be workplace specific and to move the learner toward a full 12th-grade level attainment. Designed for use in a variety of settings and formats, the curriculum is divided into five sections: small group communication, one-to-one communication, needs-based selling, formal presentations, and questioning and listening skills. Each section begins with an approximate time frame, list of goals, and introduction. The activities within each section consist of these components: background, directions, and any materials or information necessary. Questions and points of discussion are suggested under the heading "processing." The teacher may adapt, modif add, and delete activities as desired. (YLB)

ED 311 196 CE 053 116

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana. Research.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Feb 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Content Analysis; *Course Content; *Course Objectives; *English Instruction; Secondary Education; *Time on Task; Vocational Education
IDENTIFIERS- *Louisiana
A study was conducted to determine the extent to which English-related instruction occurs as part of instruction in five state-approved business courses at the secondary level in Louisiana. Specifically, the study identified instructional objectives in the business courses that are similar to competencies taught in English courses and determined the amount of time spent in the business courses on English-related instruction. The research identified possible English-related objectives among those listed for courses called Clerical Practice, Cooperative Office Education, Word Processing, Shorthand I, and Typing I. The study also identified all objectives in the English Language Arts Curriculum Guide for grades 7-12 that appeared related to at least one of the five business courses. On survey instruments, a sample of business education teachers was asked to indicate whether the identified objectives were English-related and how much time they spent teaching them. A ssmple of English teachers also was asked to indicate whether the business objectives were English-related. Results indicate that the business teachers identified more than 100 objectives they considered to be English-related, and the English teachers agreed. In addition, it was found that Louisiana business teachers devote a significant portion of their instructional time to objectives within the vocabulary, comprehension, composition, writing mechanics, language structure and usage, and study skills domains. (CML)

ED 311 299 CE 053 407

Richards, Beverly; And Others
Dental Assisting Competencies. Final Report.
Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Sep 89
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Business Correspondence; Cardiopulmonary Resuscitation; Career Development; *Clinical Experience; *Competency Based Education; *Curriculum Development; *Dental Assistants; Dental Health; First Aid; Health Personnel; Human Body; Interpersonal Communication; Medical Vocabulary; Nutrition Instruction; Office Occupations; Postsecondary Education; Radiology; Safety
IDENTIFIERS- Asepsis; *Pennsylvania
This document contains dental assisting competencies and competency-based performance objectives, learning activities, resources and evaluation procedures for each competency that was adapted and developed by instructors of dental assisting to suit the needs and legal parameters of Pennsylvania. The competencies and associated elements are intended to help Pennsylvania health occupations educators determine curriculum. The document consists of an abstract that briefly describes the project that produced the competencies; an introduction that explains competency-based education; a section that analyzes health care occupations; a section that explains performance objectives; a section that tells how the project objectives were met in the production of the competencies and other elements; a summary; a 14-item bibliography; and an appendix that contains all the competencies and associated elements. In the appendix, the 71 competencies are arranged in 16 instructional units, entitled Role and Responsibility, Clinical/Administrative Office Management, Communications, Microbiology/Dental and Surgical Asepsis, Dental Laboratory Duties, General Chairside Procedures, Expanded Functions, Dental Anatomy/Histomorphology, First Aid/Cardiopulmonary Resuscitation, Dental Radiology, Medical/Dental Terminology, Safety, Pharmacology, Nutrition, Special Dental Needs, and Career Opportunity/Employment Preparation. Each competency is accompanied by objectives, learning activities keyed to resources, list of resources, and evaluation procedures. (CML)

ED 311 330 CG 021 944

Sergent, Marie T.; Sedlacek, William E.
Volunteer Motivations Across Student Organizations: A Test of Person-Environment Fit Theory. Research Report #7-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *College Students; Environmental Influences; Higher Education; *Personality Traits; Student Characteristics; *Student Motivation; Student Organizations; *Student Volunteers

Volunteerism has existed for centuries, but formalized volunteer programs have come about only recently. Student volunteerism became popular during the 1960s and 1970s as colleges and universities encouraged community service through campus-based programs. This study examined college student volunteers (N=199) from four different campus volunteer organizations with regard to Holland type and motivational needs. Subjects responded to the Adjective Checklist in which subjects picked adjectives they perceived as describing themselves and the Self-Directed Search which measured personality/occupational typologies. The results of the tests indicated that there were differences among the groups of volunteers and between volunteers and non-volunteers. People and environments both have characteristic "personalities," and individuals seek environments in which they can express their strengths, values, and primary characteristics. Through a better understanding of characteristics and motivations of individuals who volunteer, programs can be better designed to recruit and retain volunteers. (ABL)

ED 311 391 CG 022 006

A Handbook for Parent Involvement. Bulletin 1837.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 88
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Parent Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; School Involvement

This handbook is designed to assist school administrators in the development of viable parental involvement programs at the local school level. The document's main premise is that, because of their mutual concern for children, it is critically important that parents and educators work together and that, through the combined efforts of home and school, children can develop in all areas under optimal conditions. Hence, the purpose of this publication is to assist local education agencies and their schools in the development of plans for parent-teacher partnerships; the handbook may also be used to help strengthen existing programs while helping other systems initiate programs. Five categories of parent involvement activities are presented in detail: home school communication; parental participation; parenting classes; ways to involve parents in schools; and mutual cooperation between schools and parents. The presentation of these topics includes practical hints, worksheets, planning documents, and assessment instruments. A 70-item resource/reference list and a list of strategies and practices conducive to parental involvement are included. (ABL)

ED 311 407 CS 009 797

Cases in Literacy: An Agenda for Discussion.
International Reading Association, Newark, Del.; National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (ISBN-0-87207-152-9--Book No. 152; $2.25 member, $3.50 nonmember); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (ISBN-0-8141-1320-6--Stock No. 13206; $2.25 member, $3.50 nonmember).
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cultural Differences; *Definitions; *Literacy; *Literacy Education; Staff Development; Teaching Methods; Technological Advancement

This booklet is a guide for discussion among teacher groups, including affiliates of the International Reading Association and the National Council of Teachers of English. The booklet presents 14 brief case studies designed to increase awareness of the range of meanings embraced today by the term literacy--reading and writing of course, but also the understanding of other visual and symbolic images that occur within the student's social, educational, and personal experience. Each case study discussed in the booklet includes questions intended to stimulate a sharing of personal attitudes and experiences as well as further reading and study. (MS)

ED 311 472 CS 506 577

Shermis, Michael
Interviewing: Communication Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 23.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Students; *Communication Skills; *Employment Interviews; Higher Education; *Job Application; Speech Communication
IDENTIFIERS- *Communication Strategies
This bibliography contains 25 annotations of resources in the ERIC database (ranging from 1977 to 1988) concerning communications strategies for both teachers who are preparing students for the interviewing process and students who foresee an interview in the near future. The citations in the first section present teaching techniques and strategies for the business teacher, such as modules of instructio writing assignments, and training methods. The second section contains two references for rating and evaluation forms to be used in interviewing. The third section cites resources for students in preparation for the interview process. Two references to papers on performance appraisal interviews make up the fourth section. The last section includes a citation for a study on what employers want and an what employers want and an article on how to keep bias out of job interviews. (MS)

ED 311 505 CS 506 832

Williams, M. Michael
News Photographs in Stories Related to Vietnam: A Content Analysis of Photographs Relating to the Vietnam War Appearing in "Life Magazine" from January 1, 1966 through February 28, 1970.
PUB DATE- 27 Jun 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Content Analysis; Foreign Countries; Layout (Publications) *Mass Media Role; Media Research; News Media; *News Reporting; *Nonprint Media; *Photographs; *Photojournalism
IDENTIFIERS- Color Photography; Gatekeeper Role; *Life Magazine; Media Imagery; Vietnam; *Vietnam War
A study focused on the results of the gatekeeping process which determined the nature and quantity of images of the Vietnam War that the American public saw in "Life Magazine" before and after the Tet offensive of January 1968. The study examined the content of these photographs and looked for significant changes. In addition, the study examined the technological changes in photography which made color images practical for the first time in combat photography and the potential difference in impact of color versus black and white photographs. Content analysis looked at the nature of the photographic images in order to quantify them objectively and systematically on a number of variables. All issues of "Life" from January 7, 1966 to February 28, 1970 (200 issues in all) were examined. The almost total lack of any difference in the depiction of violence in pre-Tet and post-Tet photographs is striking. It was also discovered that "Life" ran the photographs slightly further back in the magazine after the Tet offensive. In looking at the nature of differences of photographs published, what is seen is the end result of a gatekeeping process. The interplay between the events in Vietnam, the reporting of those events by the media, the impact these reports had on the public and public opinion, the impact that public opinion had on public policy and the effects of shifts in public policy on the conduct of the Vietnam War needs to be studied further. (Twenty-six references are attached.) (MG)

ED 311 567 EA 021 338

Rooney, A.
Changing Systems: The Three-Year Plan of the Education Commission of the States, 1989-92.
Education Commission of the States, Denver, Colo.
PUB DATE- 89
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Stock No. GP-89-1; $5.00).
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Change Strategies; Educational Administration; *Educational Change; *Educational Development; *Educational Policy; Educational Practices; Elementary Secondary Education; Higher Education; High Risk Students; Policy Formation; Public Schools
IDENTIFIERS- School Restructuring
The Policy and Priorities Committee of the Education Commission of the States (ECS) has developed a 3-year plan to guide reform and restructuring of the American public school system. Given the complex challenges facing schools, colleges, and policymakers, ECS focused on three priorities. First, it is necessary to restructure schools, colleges and education systems to ensure higher levels of achievement and higher outcomes for all students. Students should learn not only important skills and information but also how to use the knowledge. Second, it is necessary to attend to the needs of youth at risk of failing school and failing to become productive citizens. Third, minorities need to be brought into full participation in the educational and professional life of the nation. As leaders, ECS will promote several new strategies to aid in accomplishing these tasks: (1) sponsoring debate; (2) providing information to leaders; (3) conducting issue management; and (4) providing strategic assistance partnerships. (SI)

ED 311 240 CE 053 240

Competency Based Curriculum Guide for Practical Nursing Education.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 87
NOTE- 225p.; The original document was produced on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Entry Workers; Higher Education; *Minimum Competencies; *Practical Nursing; State Curriculum Guides
IDENTIFIERS- *New Jersey

This document contains entry-level practical nursing competencies arranged in eight categories. Each competency appears on a separate sheet on which is included a list of points of knowledge the student should possess in order to meet the competency and a statement regarding evaluative criteria for the competency. Competencies in the following categories are included: (1) communicating and participating in plans of care; (2) administrating special therapies--medications/oxygen; (3) providing for therapeutic needs; (4) providing for basic health needs; (5) collecting and recording information; (6) maintaining safety; (7) promoting hygiene and self-care; and (8) maintaining a healthy environment. (CML)

ED 311 284 CE 053 317

Vocational-Technical Education. Preparing North Dakota's At-Risk Populations for Competitive Employment for the 1990s and Beyond. An Evaluation Report.
North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- Mar 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; Compliance (Legal); Cooperative Programs; *Coordination; Disabilities; *Disadvantaged; *Federal Legislation; Institutional Cooperation; Job Training; Postsecondary Education; *Program Effectiveness; Secondary Education; State Federal Aid; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982

North Dakota's vocational-technical education (VTE) system was evaluated in order to determine (1) the effectiveness and adequacy of the delivery system in carrying out the purposes of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) and (2) the effectiveness and adequacy of the coordination between the two acts. For each of these purposes, the following elements were evaluated: accessibility for special populations to VTE; cooperation and involvement of the private sector in VTE; accessibility for JTPA clients with serious barriers to employment; influencing effects of JTPA performance standards in serving clients with serious barriers to employment; effects of JTPA/VTE coordination on local education agencies; and overall effects on JTPA/VTE coordination. Ten recommendations for improvement in implementation and coordination of the acts were made, and 10 programs or agencies were commended for exemplary projects. (KC)

ED 311 314 CG 021 927

Weiss, Bahr; And Others
Developmental Differences in the Self-Reports of Depressive Symptoms: Clinic-Referred Children versus Adolescents.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; *Children; *Depression (Psychology); Developmental Stages; Individual Development; Patients
IDENTIFIERS- Symptoms
Although the majority of researchers are probably in agreement regarding the existence of childhood depression, there is less than consensus regarding its structure. In this study age-related differences in child and adolescent self-reports of depression were assessed using two different analytic strategies. Subjects were children (N=515) and adolescents (N=768) who were seeking or receiving services at in- and out-patient mental health facilities. Children's and adolescents' self-reports of depression were compared to determine if the levels of individual symptoms and associated features varied as a function of age. Second, the impact of age on the relations between symptoms was examined, testing for developmental differences in factor patterns of self-reported depression. The results of the study suggest a number of important parallels between childhood and adolescent depression. The adolescents and children differed significantly on only 3 of 26 of the Children's Depression Inventory items, with the children scoring higher on a somatic and an externalizing item, and the adolescents scoring higher on a relatively abstract item pertaining to worrying. In sum, whereas child versus adolescent differences in associated features were notable, other differences were less than striking, suggesting that self-expression of depressive symptomatology may be less marked than might be expected. (ABL)

ED 311 346 CG 021 961

Career and Life Management 20: Prescribed Course of Studies.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- Sep 88
NOTE- 21p.; For a related document, see CG 021 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior; *Career Planning; Curriculum; Decision Making; Educational Objectives; Foreign Countries; High Schools; *High School Students; *Individual Development; *Well Being
IDENTIFIERS- Alberta; *Life Management Curriculum; Life Planning

The Career and Life Management 20 course is required of Alberta, Canada senior high school students. Through the course students are to be given the opportunity to realistically set and plan for personal goals; assess and consider their own abilities; determine how their personal characteristics affect their learning and decision-making processes; and test their ideas and current expectations in a non-judgmental and safe environment. Core curriculum includes self-management, well-being, relationships, careers and the world of work, and independent living. Optional curriculum includes human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. Learning outcomes are correlated with recall, involvement, understanding, and/or synthesis. The objectives and learning expectations defined for the core and optional curriculum are designed to integrate three generic skills: thinking and learning; communicating; and dealing with feelings. (Specific objectives and learning expectations are listed for each of the core and optional curriculum topics. A list of resources is included.) (ABL)

ED 311 488 CS 506 778

Holtz-Bacha, Christina
How to Sell a Powerless Parliament--Symbolic Politics during the European Election Campaign.
PUB DATE- May 89
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Mass Media Role; Media Research; Political Attitudes; *Political Campaigns; *Political Issues; Regression (Statistics); *Symbolism; Television; *Voting
IDENTIFIERS- European Community; *European Parliament; West Germany
A study examined the role of the mass media in the symbolization process (a process which was necessary to distract attention from the political and economic problems of the European Community and to enhance support of the powerless parliament) during the European election campaign of 1984 and whether symbolization strengthened the motivation for voting. Subjects, 1,413 individuals representative of the West German electorate, were surveyed and interviewed in three waves preceding the election and one wave after the election concerning their views on the election. Results indicated that (1) Euro-specific political or entertaining television programs played a significant role in the symbolization process: (2) the media's impact on voting intervention was mainly mediated through the attitudes towards a "United Europe" and the European Parliament; and (3) a greater influence on the symbolization process was assigned to television during the campaign. (Five tables of data are included.) (RS)

ED 311 521 CS 506 878

; *Jansen, Sue Curry*
Feminist Materialism: The Challenge to Diaglogically-Based Theories of Democracy.
PUB DATE- May 89
NOTE- 14p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Democracy; *Discourse Analysis; *Feminism; *Language Role; Models; Power Structure; Womens Studies
IDENTIFIERS- Critical Theory; Epistemic Research; *Feminist Criticism

This paper brings together ideas from feminist epistemology and critical theory to initiate a conversation on repressed or distorted communication. It argues that current feminist epistemological studies of women's ways of knowing, making sense, and solving problems can and should inform attempts to empower democratic dialogues and restructure the public sphere. The paper makes this argument by examining some feminist deconstructions of the gendered silences cultivated by androcentric theories of political discourse and participatory democracy; exploring the promises of feminist reconstructions of models of rationality, communication, and community--"motherwit"--as well as some of the limitations of these models as vehicles for recreating participatory democracy; reviewing what we know about gendered differences in strategies and structures for organizing social action; and speculating on how feminist materialism can contribute to emancipatory attempts to recreate dialogue and democracy. The paper is in seven sections: (1) Introduction: Social Capital and Socially Structured Silences; (2) Gendered Silences; (3) Reconstructing the Public Sphere: The Limitations of Motherwit; (4) Beyond the Kitchen Sink: How Women Conceive and Organize Social Action; (5) Gendered Organizational Discourse; (6) Women's Organizational Strategies; and (7) Implications: Breaking the Silences in Theories of Democratic Discourse. Forty-eight references are attached. (SR)

ED 311 537 EA 021 299

Ondrack, D. A.; Oliver, C.
A Review and Analysis of Performance Appraisal Processes, Volume III. Performance Appraisal for Professional Service Employees: Non-Technical Report. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
NOTE- 84p.; For volumes 1 and 2, see EA 021 297-298.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Formative Evaluation; Participative Decision Making; *Personnel Evaluation; *School Personnel; *Summative Evaluation
IDENTIFIERS- *Ontario
The third of three volumes, this report summarizes the findings of, first, a review and analysis of published literature on performance appraisal in general and particularly on the use of appraisals in public education systems, and, second, a series of field-site investigations of performance appraisal systems in action. The field site studies of performance appraisal in action at 10 professional service organizations in Ontario and 7 public school systems in the United States mirror many of the results from the literature review. Three general conclusions are derived from the results of this study: (1) different approaches and priorities in appraisal systems are used for relevance to the local situation of a particular organization or school jurisdiction; (2) appraisal systems can be expected to go through stages of evolution as all participants have to go through a learning curve of experience with a system, and therefore, no one design can be expected to be correct at the outset or remain in force indefinitely; (3) an appraisal system developed jointly between supervisors and subordinates has a better chance of incorporating diverse but relevant points of view than a system developed centrally by top management alone. The greater the opportunity for participation by parties affected by a decision, the greater the potential quality and acceptability of the decisions. Because no system of appraisals is workable unless it is acceptable and legitimate to all staff, an appraisal system should be centrally developed with universal standards that are adaptable to change based on local operational specifics and requisites. (JAM)

ED 311 210 CE 053 192

Blum, Abraham
The Agricultural Knowledge System in Israel.
Hebrew Univ. of Jerusalem (Israel).
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Farmer Education; *Community Information Services; *Extension Education; Farmers; Foreign Countries; *Information Utilization
IDENTIFIERS- *Agricultural Knowledge System (Israel); *Israel
This document describes the agricultural knowledge system (AKS) in Israel, emphasizing the unique features of each of the main subsystems--knowledge policymaking, knowledge generation and knowledge transformation, knowledge exchange and transmission, and knowledge utilization. The following conclusions were reached: (1) in addition t the classic knowledge generation, knowledge exchange, and knowledge utilization subsystems, knowledge policymaking is an important part of the AKS and includes input from knowledge users themselves; (2) the different stages of knowledge generation and exchange are coordinated in an interlocked knowledge management system; (3) knowledge exchange subsystems include the media and farmers, as well as extension agents; (4) a good educational level of users enhances the effectiveness of agricultural knowledge exchange; (5) informal linkages are as importan as the formal ones; (6) linkages are especially effective when the AKS is small or when regionalization is well organized; (7) advisors to farmers should be professionals and independent of the government in order to be believed by farmers; and (8) cooperation is an important facilitating factor that enables the user subsystem to have more influence over the system. (A 51-item bibliography concludes the document.) (CML)

ED 311 225 CE 053 210

Principles of Technology Curriculum Guide. Curriculum Development. Bulletin 1812.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 87
NOTE- 327p.; Portions contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Energy; *Force; Industrial Arts; *Power Technology; Secondary Education; State Curriculum Guides; *Technological Literac *Technology
IDENTIFIERS- *Principles of Technology (Course); *Resistance (Physics)

This document describes minimum competencies and suggested student activities for a seven-unit course called Principles of Technology. Th instructional units are called Force, Work, Rate, Resistance, Energy, Power, and Force Transformers. The first section of the document contains information on how to use the guide, goals for industrial arts/technology education, goals of teaching science, and the primary processing skills. For each unit, the guide contains unit objectives, learning activities, and concepts to be learned and their associated student objectives. For each concept, specific skills, math activities and suggested activities are listed. The appendices make up more than half the document and contain advice for the teacher on how to teach the course, occupational information that the teacher can share with students, formulas related to the course, lists of equipment, design notes on special equipment, and information on industrial arts student fair competitions. (CML)

ED 311 255 CE 053 261

Vocational Gender Equity Project Abstracts 1987-1988.
Virginia State Dept. of Education, Richmond.
PUB DATE- Mar 88
NOTE- 112p.; For a related document, see CE 053 260.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Development; Career Education; Community Programs; Counselor Training; *Demonstration Programs; Displaced Homemakers; *Early Parenthood; Grants; *Nontraditional Occupations; *One Parent Family; Postsecondary Education; Program Descriptions; Program Effectiveness; *Program Implementation; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; State Programs; Teacher Education; Technical Occupations; Technological Advancement
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Virginia
This document contains abstracts of 47 projects conducted through Carl D. Perkins Vocational Education Act sex equity set-aside grants administered by the Vocational Gender Equity Office, Virginia Department of Education. The projects described are grouped in the following categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) implementation of the Women in Nontraditional Careers curriculum; (7) a sex equity resource center; and (8) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract provides information on project title, director, location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

ED 311 269 CE 053 277

Time To Commence. Articulation in Vocational Technical Education in Montana.
Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Articulation (Education); Business Education; *College School Cooperation; *Competency Based Education; Curriculum Development; Developmental Continuity; *Institutional Cooperation; *Job Skills; *Office Occupations Education; Postsecondary Education; Secondary Education
IDENTIFIERS- *Montana

This document summarizes a literature review on articulation and seminar work on the feasibility of articulation agreements in secretarial and office education programs in Montana. Seminar participants (representatives of business education departments in Montana secondary and postsecondary schools) agreed on the competencies necessary to fulfill entry-level office responsibilities and to advance on the career ladder. The following conclusions are among those reported: (1) competencies that would be responsive to evaluation by a competency profile are in keyboarding/typewriting, symbol or alphabetic shorthand, word processing, machine transcription, graphics, office procedures, telecommunications, applications software, computer programming, and recordkeeping; (2) the ratings of the skills on those profiles should be skilled, moderately skilled, limited practice, exposure only, and no exposure; (3) schools should develop task course equivalencies indicating what tasks would fulfill the requirements for particular courses; (4) a test should be developed or identified to determine students' knowledge in business communication, business mathematics, and personal finance; (5) a database should be established for all articulated courses; (6) secondary schools should be included in the articulation process; (7) a second seminar should be held; and (8) a statewide advisory committee from business and industry should be established. Six appendices include the Office of Education task list, standards of performance, and advanced placement credit application. (The document contains 15 references.) (CML)

ED 311 361 CG 021 976

Craig, Rebecca T.; Kissell, Michelle
The Mentally Ill Offender: Punishment or Treatment. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Sep 88
NOTE- 13p.; Update of ED 273 909.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Correctional Institutions; *Criminals; *Deinstitutionalization (of Disabled); *Mental Disorders; Mental Health Programs; *Prisoners; Rehabilitation; *State Legislation
The vast majority of mentally ill offenders are not violent, although their illness necessarily manifests itself in ways that society often finds unacceptable. The number of mentally ill offenders is growing because needed mental health care is not available to those who are no longer hospitalized due to the deinstitutionalization movement and the restrictive civil commitment laws. Incarceration of persons with mental illness is likely to aggravate their conditions. To improve the status of mentally ill offenders: (1) communication and coordination among corrections, mental health, social services, and vocational rehabilitation departments should be improved; (2) training in handling the mentally ill should be provided for mental health and correctional staff; (3) the number of mentally ill offenders should be assessed to determine the resources needed to care these inmates; (4) the number of psychiatrists and psychologists in prisons should be increased; (5) medical schools should be encouraged to incorporate training with mentally ill disorderd offenders into their programs; (6) creative funding mechanisms and new sources should be identified; and (7) sufficient funding for effective community services should be provided. Practical planning strategies can be developed for the provision of at least minimum mental health services and for the improvement of linkages between jails and mental health agencies. (Specific programmatic and legislative responses of the states are included.) (ABL)

ED 311 376 CG 021 991

Hittleman, Margo
What's a Kid To Do about Child Abuse?
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Apr 86
AVAILABLE FROM- Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850 ($1.40, includes shipping and handling 10-24 copies, less 20% shipping and handling; 25+ copies, less 30% shipping and handling).
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Child Abuse; Childrens Rights; Coping; *Parent Child Relationship; *Preadolescents; Responses; Runaways; *Sexual Abuse; Victims of Crime

This booklet discusses child abuse, targeting pre-teenagers and teenagers. It describes what child abuse is, why it happens, and what a teenager can do about it. These topics are covered: (1) definition of child abuse and types of child abuse; (2) differentiating between child abuse and discipline; (3) sexual abuse; (4) family types of child abusers; (5) why parents abuse; (6) how abuse affects a teenager; (7) how to determine if a teenager is abused; (8) what to do if a teenager is abused; (9) what happens if a teenager tells about abuse; (10) child abuse and the law; (11) child abuse hotlines; (12) what happens to parents when they are reported; (13) teenagers' rights and responsibilities; (14) changes and choices after child abuse reporting; (15) feeling trapped and running away; (16) coping with child abuse through saying "no," staying out of the way, doing things to feel good, and talking it out; (17) finding help in the community; (18) helping a friend who is abused; (19) preventing abuse; and (20) finding out more about child abuse. The booklet contains short vignettes and drawings relevant to the particular topics. Toll-free national telephone numbers for the National Runaway Switchboard, Runaway Hotline, Childhelp USA, and Parents Anonymous are included. (ABL)

ED 311 426 CS 211 909

Guimary, Donald L.
The Philippine Press after Marcos: Restored Freedoms and New Problems.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Ethics; Foreign Countries; Freedom of Speech; Government Role; Journalism; *Mass Media Role; Media Research *News Media
IDENTIFIERS- Media Ethics; Media Government Relationship; Newspaper Circulation; *Philippines
With the overthrow of Ferdinand Marcos from his 20-year rule of the Philippines, the news media regained its freedom and its voice, and now faces a new set of problems: low circulation, questionable ethical standards of reporters and their lack of experience, and ominous indications from the Corazon Aquino government that the administration might take actions against the media. If Filipino journalists do not learn from history, and the perception of the press as sensationalistic and rumor based does not change, President Aquino may adopt legislation forcing the news media to be more responsive to the needs of a developing nation. (Twenty-eight notes are included.) (SR)

ED 311 442 CS 212 067

Kelder, Richard
Introducing Philosophy to the Composition Class.
PUB DATE- Mar 86
NOTE- 19p.; Paper presented at the Annual Conference of the State University of New York's Council on Writing (Brockport, NY, March 7-8 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; *Freshman Composition; Higher Education; Philosophy; *Prewriting; Productive Thinking; Teaching Methods; Writing Exercises; *Writing Processes
IDENTIFIERS- Writing Attitudes; *Writing Is Thinking
By engaging in philosophical discussion in their writing, freshman composition students can discover that writing is a mediating tool between the self and the objective world, a means to examine the nature of reality and their thinking processes. Introducing philosophical issues opens the door for the investigation of difficult and abstract topics and challenges students to think about the nature of existence and reality. Furthermore, the oral component of the dialogue as a prewriting technique is of utmost importance, through which the writing teacher can encourage students to verbalize their ideas with the expectation that this dialectical encounter will enable students to take possession of their knowledge and contribute to the development of thought. The dialectic may further the students' self-awareness about the thinking process, adding to the metacognitive dimension of writing. Works such as Plato's "Myth of the Cave," Martin Luther King's "Letter from the Birmingham Jail," Paul Tillich's "The Riddle of Inequality," and Joseph Conrad's "Heart of Darkness" can suggest the thematic development of the course. Additionally, writing assignments based on personal experience and presented in narrative form enable students to move from the abstract to the particular in their essays. Since narration contains the ingredients of critical thinking, it serves as a logical starting point for developing other modes of writing. Analyzing personal experience in writing is a form of discovery and problem solving and leads students to more complex forms of discourse. (Sixteen references are attached.) (KEH)

ED 311 456 CS 212 103

Grade 3 Achievement Test--English Language Arts, Part A: Writing.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 89
NOTE- 10p.; For Part B: Reading, see CS 009 804.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Descriptive Writing; Foreign Countries; Grade 3; Prewriting; Primary Education; Scoring Formulas; Test Format; *Writing (Composition); *Writing Evaluation; Writing Exercises
IDENTIFIERS- Alberta; *Test Content; Test of Written English; Writing Test Prompts

This English Language Arts Achievement Test was designed to evaluate the writing skills of third grade students. It includes instructions in which students are asked to write their own stories after reading a "story starter." The test instructs students to use their imaginations to finish the story and encourages them to do a prewriting exercise before beginning. A scoring formula for department use is included. (KEH)

ED 311 552 EA 021 323

Valentine, Jerry W.; Bowman, Michael L.
Principal Effectiveness in "National Recognition" Schools. A Research Project Summary Report.
PUB DATE- Jul 89
NOTE- 18p.; For related documents, see EA 021 324-325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Excellence in Education; *Leadership Qualities; *Principals *Teacher Administrator Relationship
IDENTIFIERS- Audit of Principal Effectiveness; School Recognition Program

Between 1982 and 1987, 1,500 outstanding schools were recognized by the School Recognition Program, based on an analysis of their leadership, order and discipline, community support, and high standards and expectations for all students. Following the assumption that the recognized schools collectively represent some of America's better elementary and secondary institutions, the administrative skills of the recognized schools' principals were studied and contrasted to the administrative skills of randomly selected school principals. During the 1987-88 school year, packets containing Audit of Principal Effectiveness surveys were mailed to 483 of the 1986-87 recognized school principals for distribution among 10 of their teachers; and 375 identical packets were mailed to randomly selected schools (from seven different geographic regions) for distribution. For inclusion in the study, at least five of the school's teachers had to return completed surveys; the response rate was 36 percent from recognized schools, and 35 percent from the random sample. Results indicate that clearly, the teachers of the recognized schools perceive their principals as more effective than teachers of the random schools. The pattern of differences between the perceptions of the teachers surveyed in this study supports the belief that more effective schools are administered by more effective principals. (5 references) (KM)

ED 311 153 CE 052 389

Huggins, Kenneth
Workplace Written Communications Modules: I-IV. A Working Curriculum.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 89
AVAILABLE FROM- Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561 ($22.00).
NOTE- 266p.; For related documents, see CE 052 387-391; for Written Communications Modules V-IX, see CE 052 390.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Reading Programs; Behavioral Objectives; Blue Collar Occupations; *Corporate Education; Curriculum Guides; English; *Grammar; Learning Activities; Learning Modules; Literacy Education; Paragraphs; *Punctuation; *Reading Skills; Sentences; Writing Instruction; *Writing Skills
IDENTIFIERS- *Workplace Literacy

This curriculum is designed for adult learners in the workplace whose reading and writing skills have never been developed as much as desired or whose skills have atrophied. The overall goal is to bring these learners to a level approximately equivalent to the end of 12th grade. This volume contains four of the nine modules in the curriculum; a companion volume contains the others. Module topics are: (1) reading; (2) mechanics: grammar and punctuation; (3) writing effective sentences; and (4) writing paragraphs. Each module consists of the following: overview, description of prerequisite knowledge and skills, approximate number of weeks to complete based on a contact hour per week schedule, list of objectives delineating the concepts students will learn and the skills they will acquire, background theory to these concepts and skills, activities and exercises to teach the concepts and skills, and suggestions for expansion. Teacher's versions for each exercise or test follow the student's versions; both versions are suitable for photocopying. (YLB)

ED 311 167 CE 053 011

Bugl, Helmut; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Federal Republic of Germany.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 284p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Adult Education; *Adult Vocational Education; Agricultural Education; Case Studies; Church Related Colleges; *Continuing Education; Educational Radio; Foreign Countries; *Inservice Education; Medical Education; Open Universities; *Professional Education; Womens Education
IDENTIFIERS- *West Germany
This document contains the following case studies of West German adult education projects: (1) Counseling Courses in Agriculture (Bugl, Fehrenbach-Neumann); (2) The State Center for Political Education in Baden-Wurttemberg (Schiele); (3) Catholic Educational Organization Rottweil (Muller); (4) Adult Education Center--Herrenberg (Werner); (5) Program for Vocational and Social Integration for Young Turkish Women (Meyder); (6) Professional Training for Medical Specialists (Renschler); (7) Inservice Training for Professionals in the Robert Bosch Corporation (Kilgenstein); (8) Courses by Radio: Case Description of an Open Academic Program for Adults (Schmoock); (9) Continuing Education at the University of Tubingen (Funke); (10) Evening High School Adult Education Center of Reutlingen (Taigel); (11) Center for Continuing Vocational Training Chamber of Industry and Trade (Augsberg and Schwaben Region) (Esmann and Bihler); (12) Continuing Education in Training Companies (Eisenmann); (13) Human Resources and Organizational Development at the Berlin Power and Light Corporation (Guthrie); and (14) Women's Museum Wiesbaden: For a New Cultural-Political Education (Engels and Klein). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The studies typically describe the setting of the case program; its outcomes (goals and benefits); process (participants, planning, and improvement); inputs into the process (staff, and finances); and history or evolution. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 180 CE 053 024

Aksjoberg, Tore
World Perspective Case Descriptions on Educational Programs for Adults
Norway.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 98p.; This series includes thirty-two documents (CE 053-003-034)
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; *Business
Administration Education; Case Studies; Continuing Education;
*Correspondence Study; Foreign Countries; Higher Education;
*Management Development; Professional Education
IDENTIFIERS- *Norway
The case description of an adult education program in Norway
contained in this document is part of a set that reflects a cooperativ
effort by adult educators to increase international understanding of
various educational programs for adults in their societal context. A
face sheet provides this information: name, organization, and address
of the person who prepared the case description; program name or title
type of program; type of organization with which the case program is
associated; and basic characteristics of service. This case study is o
the NKS School of Management (or Norwegian Correspondence School). It
describes the school's three study modes: individual correspondence
study; study circles; or combined correspondence and class instruction
The management school's target population and operations are discussed
In addition to the case description, this document includes informatio
on the World Perspective case study project, indexes of all cases by
country and by category, and guidelines for contributors. (YLB)

ED 311 197 CE 053 117

Moss, Jeffrey W.; And Others
Determining Science-Related Objectives Taught in the Advanced Program of Vocational Agriculture in Louisiana. Vocational Education Research.
Louisiana State Univ., Baton Rouge. School of Vocational Education.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 16 Dec 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Content Analysis; *Course Content; *Course Objectives; *Science Instruction; Secondary Education; *Time on Task; Vocational Education
IDENTIFIERS- *Louisiana

A study was conducted to determine the extent to which science-related instruction occurs as part of instruction in the advanced program of vocational agriculture in Louisiana. Specifically, the study identified instructional objectives in the program that are similar to competencies taught in the state-approved science courses and determined the amount of time spent in vocational agriculture programs in Louisiana on science-related vocational agriculture instruction. A representative sample of 150 Louisiana vocational agriculture teachers identified possible science-related objectives listed in the advanced curriculum guide for agriculture, in the competency outlines for science, and in the high school science curricula. Fifteen Louisiana science teachers, who were knowledgeable about Louisiana vocational agriculture, verified the appropriateness of the objectives identified by the vocational agriculture teachers. On a survey instrument, the sample of vocational agriculture teachers then was asked to indicate whether the objectives were science-related and how much time they spent teaching them. Twenty-one instructional objectives were considered science related, 15 of which were similar in content to the objectives taught in a Louisiana high school course called Environmental Science. Three of the 21 objectives overlapped with two or more science courses. Approximately one-fourth of the instructional time in the advanced program of vocational agriculture was considered spent on science-related instruction. (CML)

ED 311 241 CE 053 245

Work Force Oklahoma. Labor Supply and Demand Report 1989.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Oklahoma State Occupational Information Coordinating Committee.
PUB DATE- 89
NOTE- 294p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demand Occupations; Employment Opportunities; *Employment Patterns; *Employment Projections; Employment Statistics; Higher Education; High School Graduates; *Labor Market; *Labor Needs; *Labor Supply; Occupational Clusters; Unemployment
IDENTIFIERS- *Oklahoma

This statistical report was developed to inform administrators and planners in economic development, education, and employment and training in Oklahoma of the direction and magnitude of employment change in the state. The publication projects occupational and industrial growth and decline for the period 1986-1992, as well as the relationship between formal training program completers and labor market demand. The book replaces the 1984 edition with these new features: higher education completers added to the list of available entrants into the labor force (supply); a special section on unemployed claimants reported for each cluster and listed below the supply and demand reports; and detailed indexes for ease of use. The statistics are organized in the following two sections: summary of growth trends (top 40 occupations by annual growth, top 40 occupations by annual openings, fastest declining occupations); and supply/demand interface, listed by occupational cluster numbers in multiples of 10 (0010-1910). Information is indexed alphabetically by program titles, occupational titles, and cluster titles; and numerically by Classification of Instructional Programs (CIP) codes, occupational codes, and cluster numbers. (KC)

ED 311 331 CG 021 945

Sergent, Marie T.; And Others
University Student Attitudes toward Arabs: Implications for Programmatic Intervention. Research Report #6-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabs; *Bias; *College Freshmen; Higher Education; Intervention; *Negative Attitudes; *Racial Discrimination; Stereotypes; *Student Attitudes; Student Personnel Services
Although several different definitions of prejudice, discrimination, and racism have been proposed, there is a general consensus about the essential meaning of these concepts. Previous research has indicated that the attitudes people in the United States have toward Arabs are derived from ignorance of the Arab culture. This study measured current college student attitudes toward Arabs. The Situational Attitudes Scale-Arab (SAS-Arab) version was administered to a random sample of university freshmen (N=112) at fall orientation. The SAS assesses attitudes and stereotypes directed toward a particular group using items describing various situational contexts. Data were analyzed using multivariate analysis of variance. The results indicated that students held more negative attitudes in response to situations involving an Arab individual than in response to identical situations involving a neutrally identified person. These negative attitudes and stereotypes toward Arabs have implications for the campus environment. By bringing research and programming affecting the lives of Arab students to the forefront, student affairs professionals can take the leadership that is necessary at many institutions to provide a multicultural and equitable educational environment for all students. (Author/ABL)

ED 311 392 CG 022 007

Physical Fitness and the Aging Driver. Phase I.
West Virginia Univ., Morgantown. Dept. of Safety and Health Studies.; West Virginia Univ., Morgantown. Dept. of Sport and Exercise.
SPONS. AGENCY- AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE- Aug 88
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Older Adults; *Physical Fitness; Predictor Variables; Traffic Safety

It is generally recognized that age, by itself, is not an adequate criterion with which to judge a person's ability to drive. Individuals do not age at the same rate, and there are large intraindividual differences in the aging process. This study, the first phase of a proposed two-phase research project, investigated the relationship of physical fitness to older driver performance by examining descriptively the relative contributions of various measures of cardiorespiratory efficiency, range of motion, and reaction time/movement time to field-based assessments of older driver performance. A total of 106 subjects, ages 20-35 (N=43) and ages 60-75 (N=63) were administered a battery of health, psychomotor, and physical fitness tests and a field-based assessment of automobile driving skill. In general the results indicated that the physical fitness of older drivers was related to their ability to safety drive an automobile. Older people with higher levels of physical fitness tended to be more proficient at driving than were older people with lower levels of physical fitness. Joint flexibility and reaction time were found to be most predictive of driving ability with cardiorespiratory fitness somewhat less related to driving ability. If a sufficiently strong relationship is established by further research, the older driver may be given a test of physical fitness as part of a driver's licensing examination to determine the levels of his or her driving ability. Plans for phase 2 of the research are briefly outlined, and a list of 83 references is appended. (ABL)

ED 311 408 CS 009 798

Contributor's Guide to Periodicals in Reading.
International Reading Association, Newark, Del.
PUB DATE- Oct 89
AVAILABLE FROM- International Reading Association, 800 Barksdale, Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 493; $3.00 member, $3.00 nonmember).
NOTE- 31p.; Small print may affect legibility. For previous edition, see ED 298 446.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Editors; Elementary Secondary Education; Higher Education; Information Sources; *Reading; Research Tools; *Scholarly Journals
The two lists in this guide contain basic information about almost 200 periodicals that consistently carry materials about reading. The information was provided by the editors of those periodicals in response to a questionnaire. Questions were asked about the audience addressed, type of materials published, processes for obtaining, reviewing and selecting articles for publication, and submission guidelines. The first list provides such information as addresses, rate of publication, type of publication, and circulation. The second list presents the rest of the information received from the editors in matrix form. (MS)

ED 311 473 CS 506 595

Williams, David Cratis
Kenneth Burke's Thirties: The 1935 Writers Congress.
PUB DATE- Apr 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Discourse Analysis; *Persuasive Discourse; *Propaganda; Rhetorical Criticism
IDENTIFIERS- 1930s; *Burke (Kenneth); Communist Party; Rhetorical Strategies; Rhetorical Theory
This essay analyzes Kenneth Burke's speech ("Revolutionary Symbolism") to the 1935 Writers Congress, a congress intended to explore the relationship between politics and art, and controlled closely by the American Communist Party. The essay maintains that Burke was prepared to offer to the Communist Party and to all "left-leaning" writers a propaganda strategy, based on what he saw as the potential for cultural transvaluations through politically astute manipulations of artistic form. The essay analyzes Burke's propaganda strategy as an extension--and transformation--of the concept of "form." It also uses the concept as the basis for constructing an account of Burke's reception by the Congress, and ultimately suggests that Burke's speech signals a reconceptualization by Burke of the art of "rhetoric" itself, moving from a primary conceptualization of rhetoric as technique to a primary conceptualization of rhetoric as propaganda (which is itself preliminary to the move toward rhetoric as identification). The paper is in three sections: (1) a historical description of the purposes and nature of the Congress; (2) an exposition of Burke's strategy for revolutionary propaganda; and (3) an assessment of Burke's own strategy in speaking before the Congress and his reception by them in relation to the concepts of "form" and "rhetoric." Twenty-two references are attached. (SR)

ED 311 489 CS 506 779

McManus, John
Comparing an Economic Model of News Selection with One Based on Professional Norms in Local Television Newscasts.
PUB DATE- 10 Aug 89
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Decision Making; Economic Research; *Journalism; Media Research; *Models; *Norms; *Television
IDENTIFIERS- Local Media; *Local News; *News Topics
A study compared two models (economic and journalistic) of news selection in an attempt to explain what becomes news. The news gathering and news decisionmaking processes of three western United States network-affiliated television stations, one each in a small, medium, and large market, were observed during 12 "typical" days. Questionnaires analyzing every story on the premier evening newscast were distributed on four of the days. Propositions relating to the cost of discovery, the cost of assembling stories, and audience appeal were tested for both models of news selection. Results indicated that the economic model based on maximizing station profit explained more news decisions at all three stations than the model based on journalistic norms. (Nineteen references and an appendix giving a breakdown of the data are attached.) (RS)

ED 311 506 CS 506 834

Hensley, Wayne E.
The Effect of Perceived Height on Judgments of Women's Personality Orientations.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual International Conference on Culture and Communication (7th, Philadelphia, PA, October 5-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Body Height; College Students; Communication Research; *Females; Higher Education; Interpersonal Relationship; *Personality Traits; Sex Bias
IDENTIFIERS- Dominant Behavior
A number of past investigations have documented a relationship between height and personality for males and children. A study was conducted to discover the perceived personality characteristics dependent on women's heights. Subjects, 501 college students, responded to one of four pictures of two women, via a questionnaire, estimating personality characteristics and height. Findings indicated that as a woman is judged to be increasingly taller, she is concomitantly seen as increasingly dominant, loud, and mean. Her increasing height is inversely related to judgments of friendliness and perceptions of her persuasiveness are curvilinearly related to perceptions of her height. The overwhelming share of explained variance between height and these five descriptors is attributable to the single attribute of dominance. Since the sample of persons responding are both male and female, and have Scholastic Aptitude Test (SAT) scores two standard deviations above the American college norm, these results may be seen as distressing, implying possible negative orientations toward tall women of future upper management and corporate heads, as well as an indication of the disadvantages women may face in the world of work. (One figure is included, and 22 references are attached.) (SR)

ED 311 568 EA 021 339

Goertz, Margaret E.
Course-Taking Patterns in the 1980s.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($7.00 postpaid; quantity discounts).
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); *Enrollment Influences; Enrollment Trends; High Schools; Mathematics Curriculum; *Parent Influence; *Racial Factors; Science Curriculum; Student Development; *Student Educational Objectives
IDENTIFIERS- National Assessment of Educational Progress

In response to criticism aimed at the quality and effectiveness of American schools, especially in the areas of mathematics and science where American students were found to take considerably fewer courses than their foreign counterparts, most states raised course work requirements for high school graduation. To examine the effects of the state policy changes and the relationship between course-taking and student characteristics, data collected on eleventh grade students by the 1983-84 National Assessment of Education Progress (NAEP) were analyzed. Results indicate that course-taking varies by racial/ethnic group and by level of parental education. White and nonlanguage minority Asian students whose parents had some postsecondary education are more likely to take college-preparatory mathematics and advanced science courses than are students of other racial/ethnic groups or students from families with less formal education. Data from the 1985-86 NAEP and from questionnaires completed by students who took the College Board Scholastic Aptitude Test show that, between 1982 and 1984, significant increases occurred in the percentage of students taking all levels of college preparatory mathematics and science courses; few changes were noted in mathematics and science course-taking, with the exception of biology, between 1984 and 1986. (30 references) (KM)

ED 311 226 CE 053 213

Seaman, Don F.; McCallister, Joe Michael
An Evaluation of Computer-Assisted Instructional Systems Used to Deliver Literacy Services for J.T.P.A. Participants at Houston Community College.
Texas A and M Univ., College Station. Texas Center for Adult Literacy and Learning.
SPONS. AGENCY- Houston Community Coll. System, Tex.
PUB DATE- Dec 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Assisted Instruction; *Equipment Evaluation; Functional Literacy; *Instructional Material Evaluation; *Literacy Education; Two Year Colleges
IDENTIFIERS- *Houston Community College TX; *Job Training Partnership Act 1982

A study evaluated use of computer-assisted instructional (CAI) systems to deliver literacy training for Job Training Partnership Act (JTPA) participants at the Texas Center for Adult Literacy and Learning. Participants, who were categorized as upper-level students (7th-12th grade equivalents) or lower-level students (0-6th grade equivalents), were given the Test of Adult Basic Education as a pre- and posttest to identify increases in reading, mathematics, and language. Participant attitude surveys were also administered in pre- and posttests, and participants, teachers, and administrators were interviewed. The following results were among those reported: (1) overall increases were shown in each skill area; (2) the CAI systems were most useful in supporting reading and math instruction, although upper-level students also benefited from the language components of th CAI systems; (3) with lower-level students, the more effective CAI systems were those that were integrated with traditional teacher/student instruction, although upper-level students were equipped to work with CAI systems in self-directed modes; (4) student and staff attitudes were positive; (5) the PLATO/CCC configuration was clearly the most effective system for supporting math instruction and was also effective as a support for language (Plato is the name of computer software developed by the Control Data Corporation and CCC means Computer Curriculum Corporation); and (6) the lowest-skilled groups of learners benefited less than more skilled students from CAI. (Appendices list teacher observations and recommendations, student comments, and important aspects of CAI.) (CML)

ED 311 285 CE 053 319

Barnhardt, Larry
Vocational Instructional Program Advisory Committees. Leadership Guide.
North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- Feb 88
NOTE- 50p.; For a related member's guide, see CE 053 320.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Advisory Committees; *Educational Improvement; *Meetings; Participative Decision Making; Planning; Relevance (Education); *School Business Relationship; *School Community Relationship; *Vocational Education
IDENTIFIERS- North Dakota
This document suggests a process that North Dakota vocational instructional program advisory committee (VIP) chairpersons and educational personnel may follow to improve the organizational structure of the committee and carry out its work. Part 1 discusses the purpose and roles of the VIP committee, the role of the chairperson, and the role of the educator. Part 2 recommends procedures and policies for establishing a committee, which includes information on the size of the committee, its term of service, the selection of members, the selection process and duties of officers, the orientation of new members, the committee charter or constitution, and the bylaws. Part 2 also includes samples of an invitation letter to a potential committee member, a letter of appointment, a charter, and bylaws. Part 3 contains guidelines for planning, conducting, and preparing minutes of the meetings. Samples of an agenda for a meeting to organize the committee, an agenda for a regular meeting, a notice of a meeting, and minutes of a meeting are included. Part 4 recommends and explains five steps for planning committee work: establish annual priorities, specify committee activities, develop planning tasks, assign responsibilities, and establish time lines. Six sample work sheets are included. Part 5 tells how the committee can formulate recommendations, includes sample recommendations, and suggests the periodic review of its program of work. (CML)

ED 311 300 CE 053 408

Merrill, Fred L.
Job Search Manual for Mature Workers.
Los Angeles Council on Careers for Older Americans, CA.
SPONS. AGENCY- Weingart Foundation, Los Angeles, CA.
PUB DATE- Oct 87
AVAILABLE FROM- Los Angeles Council on Careers for Older Americans, 5225 Wilshire Blvd., Suite 204, Los Angeles, CA 90036 ($15.00; 10-49 copies $12.50; 50 or more $10.00).
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; Age Discrimination; Career Change; Career Development; Career Planning; Dislocated Workers; *Job Applicants; *Job Search Methods; *Middle Aged Adults; *Older Adults; *Reentry Workers; *Retraining

This document is designed to help mature persons find the "right" professional, managerial, or technical jobs. Section 1 introduces the materials. Section 2 shows job seekers how to write a general statement that defines the nature of the position desired and how to assess their skills, abilities, interests, work values, and personal qualities they bring to a job. Section 3 guides job seekers through the preparation of a job resume. Worksheets and sample resumes are included. Section 4 describes where to find job openings and includes worksheets to be completed regarding the job seekers' personal and professional contacts and employment advertisements, sample letters to reply to ads, sample thank-you letters for interviews, and an 11-item bibliography. Section 5 contains advice about preparing for, conducting, and following up on an employment interview. Section 6 contains worksheets on which the job seeker can plan daily activities and a week's activities, lists of resources, and a list of 21 books for further reading. Section 7 addresses age discrimination; overqualification; and what to do when a prospective employer believes that the job seeker's last salary or previous status was too high, that it would be inappropriate for the older worker to work for a younger supervisor, that older workers are absent more, that older people are inflexible, or that older people want to work for only a short time. This section also suggests ways of dealing with rejection and feelings of depression. (CML)

ED 311 315 CG 021 928

Galambos, Nancy L.; Maggs, Jennifer L.
The After-School Ecology of Young Adolescents and Self-Reported Behavior.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior; Employed Parents; Foreign Countries; *Grade 6; Intermediate Grades; *Latchkey Children; Predictor Variables; *Sex Differences
IDENTIFIERS- Canada
With the majority of mothers of school-aged children now in the labor force, there is much concern about the supervision of these children when the parents are at work and school is out. Of particular concern are children in self-care after school, many of whom spend their time in places other than home. This study contrasted sixth-graders in adult-care with sixth-graders in self-care. Subjects (N=112) were sixth-graders from two-parent families in which both parents are employed on a part- or full-time basis. Data from the analyses were generated from questionnaires by the families on two occasions 6 months apart. A series of hierarchical multiple regression analyses examined the effects of sex of adolescent, self-care status, and parental work hours on peer experience and self-image. The results indicated that variation in self-care experience was more important for predicting behavior than was the number of hours both parents were working. The kinds of arrangements that were made for children when the parents were away had more import for understanding adolescent behavior than how much the parents worked. Self-care experience had more direct implications for peer activities than it did for self-image. Girls who were unsupervised were more at risk for problem behavior than were boys. (ABL)

ED 311 347 CG 021 962

Human Growth and Development. A Guide to Curriculum Development.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 89
NOTE- 373p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; *Elementary Secondary Education; *Individual Development; Intervention; Models; Parent School Relationship; Prevention; Program Implementation; *Sexuality
IDENTIFIERS- *Life Skills Programs; *Life Span Development

As a response to changing societal needs in an increasingly complex world, the stated goals of this guide is to present a model, sound in theory and practice, that will enable educators to encourage children and youth to make healthy living decisions that enhance the well-being of the individual, the family, and society. The comprehensive curriculum is presented in major divisions, each linked to others philosophically and programmatically. These major divisions include life-span development, life skills, human sexuality, and prevention/intervention. Methods for implementing this curriculum are discussed, focusing on the topics of administrative support, staff development, parent and community involvement, evaluation, and strategies for teaching students with special learning needs. The appendices include a glossary of human sexuality terms; a worksheet for service planning for students at-risk; a list of warning signals of suicide; checklists for assessing characteristics of schools, families in the schools, and the family-school relationship; a flow chart for a human growth and advisory committee; and guidelines for informing the public about the human growth and development curriculum. (ABL)

ED 311 457 CS 212 105

Publications I & II (Newspaper) Curriculum Guide. Bulletin 1819.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 89
NOTE- 356p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Class Activities; High Schools; *Journalism Education; Learning Activities; *School Newspapers; State Curriculum Guides; *Student Publications; Writing for Publication
IDENTIFIERS- Louisiana

This guide for teachers is intended to establish a standard curriculum for teaching newspaper production in Louisiana high schools through two newspaper courses (Publications I and Publications II) structured as academically oriented electives to encourage the development of student minds and the production of strong scholastic newspapers. Following a foreword, acknowledgements, philosophy, introduction, and course description, the sections are as follows: (1) Publications I & II (Newspaper) Goals and Objectives; (2) Ethical and Legal Responsibilities; (3) Staffing a Publication; (4) Gathering and Reporting the News; (5) Specialized Writing; (6) Production; (7) Photojournalism; (8) Advertising; (9) Future Trends and Grading; (10) Appendix (with extensive appendixes containing information and numerous learning activities for each of the above categories); (11) Scholastic Press Association Addresses; (12) Glossary; and (13) a 13-page bibliography. (SR)

ED 311 522 CS 506 879

Jansen, Sue Curry
Mind Machines, Myth, Metaphor, and Scientific Imagination.
PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Artificial Intelligence; *Discourse Analysis; Feminism; Imagination; Intellectual History; Language Role; *Metaphors; Mythology; Natural Sciences; *Science and Society; *Scientific Attitudes; *Scientific Concepts
IDENTIFIERS- *Constructivism; Constructivist Thinking; *Feminist Criticism
This paper builds upon the poetics of scientific discourse which provide extraordinary insights into the workings of the scientific imagination and into the ways it is both colonized and liberated by the medium of social and ideological transfer--metaphor. The paper examines what constructivism is teaching us about the role metaphor plays in science; reviews some recent constructivist analyses which display archetypal metaphors in selected scientific texts; undertakes a brief case study of the gender-based folklore and mythopoetics of some programmatic texts produced by the artificial intelligence movement; and identifies the challenges mythopoetic analysis of scientific texts pose for the development of more satisfactory theories of knowledge. The paper is in four sections: (1) Metaphor: Wing of Knowledge and Agent of Ideological Transfer; (2) The Phallus in the Paradigm: Feminist Dis-coveries of the Faded Mythologies of Scientific Metaphors (sexual/copulative images, and reproductive images); (3) Making Minds: Sexual and Reproductive Metaphors in the Discourse of Artificial Intelligence Scientists (images of creativity, immortality, and progress, and reproduction as destruction); and (4) Coitus Interruptus: Feminist Alternatives. Ninety-nine notes are included. (SR)

ED 311 211 CE 053 193

Blum, Abraham
Extension Strategies Used To Develop a Traditional Farming Sector in a Advanced Agricultural Surrounding. The Case of the Nazareth Region i Israel.
PUB DATE- 88
NOTE- 26p.; Published in the Quarterly Journal of International Agriculture; v27 n3-4 p299-314 1988
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agricultural Education; Agriculture; *Arabs; Case Studies; *Change Strategies; County Officials; Cultural Differences; *Cultural Influences; Decentralization; Educational Improvement; Extension Agents; Extension Education; *Farmers; Foreig Countries; Jews; *Rural Extension
IDENTIFIERS- *Israel; Palestine; *Palestinian Arabs
A case study of the Nazareth Region in Israel analyzed the extension strategies used to develop the traditional Arab farming sector in an advanced agricultural surrounding. As part of the study, the history o the Arab farmer before and after the creation of the State of Israel was given. The methodology for the study involved interviews with development officers, former and present heads of the Nazareth regions extension office, extension workers who had long worked in the Arab sector and others who took part in the decision making about the development of extension for farmers in Arab villages. Results of the study indicated that the following strategies were instrumental in developing the Arab farming sector: (1) decentralizing the Israeli Extension Administration and setting up a regional office in Nazareth, the center of traditional Arab farming in Israel; (2) promoting the setting up of water cooperatives and land consolidation (interventions closely connected with problems arising out of specific, sociocultural traditions); (3) recruiting scientifically trained graduates from Faculties of Agriculture in both the Arab and Jewish sector to serve a extension workers; (4) constant pressure on extension advisers to upgrade their formal education; (5) introducing new farming approaches slowly, making small, easy changes; (6) using extension methods in lin with the sociocultural approaches of the Arab farmer; and (7) interaction between the Jewish and the Arab Sectors. (Generalizations from this study to other cultural situations are also provided. An eight-item reference list is attached.) (NLL)

ED 311 256 CE 053 262

Employment Service. Variations in Local Office Performance. Briefing Report to the Chairman, Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Aug 89
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more--25% discount).
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Opportunities; *Employment Services; *Job Placement; *Job Search Methods; *Public Administration; Public Service Occupations; *State Agencies; Unemployment
IDENTIFIERS- *Employment Service

A study of the labor exchange performance of the Employment Service showed that even after adjusting for differences in economic and demographic conditions, local offices and states varied greatly in their ability to place applicants in jobs. The performance measures examined were placement rate, permanent placement ratio (defined as the percentage of placements in jobs expected to last over 150 days), and placement wage ratio (defined as the average placement wage as a percentage of average community wage). Local offices that were stronger performers tended to be concentrated in certain states, indicating that the policies and practices of individual states may contribute to the variations in performance. The concentrations were not related to the level of resources extended per applicant. States with higher concentrations of above average performing offices included Florida, Georgia, Massachusetts, New Hampshire, North Carolina, and South Carolina, all of whom had twice the rate of offices with above average performance on all three measures as compared with the national average. Michigan, New Jersey, Rhode Island, and West Virginia all had more than double the national percentage of offices with below average performance for all three measures examined. Although Employment Service workload stayed about the same from 1980 to 1987, fewer offices provide one-on-one assistance during intake or providing counseling or testing services. (Includes 7 tables, 18 figures, and 13 references.) (CML)

ED 311 270 CE 053 278

A Needs Assessment of Vocational Technical Teachers in Montana, 1988-89.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnel Development.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Flexible Scheduling; *Institutional Cooperation; *Instructional Materials; Postsecondary Education; Secondary Education; *Teacher Education; *Team Teaching; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Montana

A study of Montana's vocational education facilities, course offerings, instructional practices, and faculty demographics was conducted in the fall of 1988. Data collection was accomplished through a survey instrument mailed to a random sample of vocational-technical teachers stratified on kind of school (secondary and postsecondary) and size of secondary school in which they taught. The return rate for the 383 instruments mailed was 36 percent. Based on the results, the following recommendations were made: (1) a similar study should be conducted to reject or confirm the findings of this one; (2) because only 33 percent of the vocational teachers hold master's degrees, advanced degree programs should be made more available to teachers; (3) schools should consider expanding their adult education offerings, because only 37 percent of the respondents said they were providing that service; (4) to become more cost-efficient, smaller schools should share their vocational laboratories; (5) schools should combine classes to serve students at different program levels simultaneously; (6) because the timeliness and relevancy of them was marked deficient by approximately one-third of respondents, instructional materials should be updated; and (7) team teaching in which individual teachers specialize in order to keep up with changing technology should be used. (CML)

ED 311 362 CG 021 977

Barnett, Rosalind C.; Marshall, Nancy
Clarification of the Role-Quality Concept. Working Paper No. 12.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 89
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; Models; *Mothers; Nurses; *Predictor Variables; *Quality of Life; Role Conflict; Role Theory; Social Workers; *Spouses

There is general agreement that subjective experience in a role, i.e. role quality, is a better predictor of both physical and mental health measures than is role occupancy per se. In this study the relationships between two aspects of role quality in women's three social roles (paid employee, partner, and parent) and three health measures (psychological well-being, psychological distress, and physical symptoms) were examined. Subjects (N=403) were women health-care providers, licensed practical nurses and social workers, who varied in partnership and parental status. Role quality was defined as a complex construct consisting of two aspects: level of benefit and level of employment. The results indicated that level of benefit, the rewards minus the concerns women experienced in each of her social roles, was consistently and significantly associated with each of the three health measures. For each social role, those women who reported higher levels of rewards compared to concerns also reported higher levels of well-being, lower levels of psychological distress, and fewer physical symptoms. In sharp contrast, level of involvement, the total amount of rewards and concerns experienced in a role, was a significant predictor in only one model; among employed mothers, higher levels of involvement in the parenting role were associated with reports of more symptoms of psychological distress. (ABL)

ED 311 377 CG 021 992

Slade, John
The R. J. Reynolds' "Smokeless Cigarette": Pancea or New Public Health Menace?
PUB DATE- 16 Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13- 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drug Addiction; Drug Legislation; Drug Use; *Marketing; *Public Policy; *Smoking; *Tobacco
IDENTIFIERS- Food and Drug Administration
The R. J. Reynolds Tobacco Company is planning to introduce a so-called "smokeless cigarette". This product called Premier is an aluminum cylinder filled with porous alumina beads, corked with charcoal. The company has strongly hinted that the cigarette will provide the user with a dose of nicotine adequate to sustain nicotine dependence while lowering the risks of lung cancer, household fire, and annoyance to nonsmokers. None of these claims has been validated by thorough, independent review. Available data strongly suggest that this nicotine inhaler, if marketed, will be attractive to novices, highly addictive, and toxic in significant ways. It is expected that this product will make achieving abstinence more difficult and will also encourage relapse to nicotine addiction. In a narrow, legal sense, the struggle over whether Premier will be subject to Food and Drug Administration (FDA) regulation lies in a matter of definition, whether or not the product is a cigarette. The intended pleasure effect is clearly a drug effect, the result of the pharmacologic effects of nicotine on the central nervous system. The FDA might assert jurisdiction over products such as Premier which are markedly different from traditional tobacco products while seeking specific legislative authority to permit it to appropriately regulate traditional tobacco products in a manner which does not create tobacco prohibition. (ABL)

ED 311 409 CS 009 799

Manarino-Leggett, Priscilla; Salomon, Phyllis A.
Cooperation vs. Competition: Techniques for Keeping Your Classroom Alive but Not Endangered.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Secondary Education; *Group Activities; Language Arts; Learning Strategies; *Reading Instruction; Teaching Methods
This paper discusses cooperative learning, a technique in which students work in small heterogeneous learning groups. Following a definition of cooperative learning, the paper describes the most widely used cooperative learning methods, including Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw, Learning Together, and Group Investigation. The next section presents a brief review of related research. The final section offers methods and strategies applicable to the reading classroom, including: Cooperative Integrated Reading and Composition (CIRC), dyads, groups of four, think-pair-share, group retellings, turn to your neighbor, reading groups, jigsaw, focus trios, drill partners, reading buddies, worksheet checkmates, homework checkers, test reviewers, composition pairs, board workers, problem solvers, computer groups, book report pairs, writing response groups, skill teachers/concept clarifiers, group reports, summary pairs, elaborating and relating pairs, and playwrights. (SR)

ED 311 427 CS 211 921

Li, Xiaohong
"Peking Review's" Coverage of the 1976 Tangshan Earthquake in China.
PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Earthquakes; Foreign Countries; *Journalism; Mass Media Role; *Newspapers; *News Reporting
IDENTIFIERS- *China; Chinese Communist Party; Media Government Relationship
Triggered by inconsistencies and omissions in the reporting of casualty statistics and earthquake magnitude of the 1976 Tangshen (China) earthquake, this paper examines coverage of the natural disaster by "Peking Review," China's only foreign language news weekly. The paper's main section analyzes in detail "Peking Review's" coverage (in five consecutive issues in August and September 1976, as well as in follow-up stories--three before the earthquake's first anniversary and two articles in 1979 and 1986), examining how China handled the earthquake journalistically and practically, and why. The next section discusses the inconsistencies in earthquake magnitude and casualty figures reported in the international press and in the Chinese press, as well as disparities in the figures reported at different times in "Peking Review." The paper takes into account Chinese journalistic practices, the relationship between the press and the Chinese Communist Party, and the impact of politics on journalism in China at that time. Sixty-six endnotes are included, and an appendix contains three maps. (SR)

ED 311 538 EA 021 300

Hallinger, Philip; Murphy, Joseph
Social Context Effects on School Effects.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Environmental Influences; *Instructional Effectiveness; Learning; Learning Processes; Learning Readiness; Parent Influence; *Parent Participation; Parent Role; Parent School Relationship; *Principals; *School Effectiveness
IDENTIFIERS- Carroll (John B); *Carroll Learning Model; *Effective Schools Research
In this two-part paper, an attempt is made to examine the relationship between social contexts and effective schools and specifically to contribute to the development of a conceptual model for understanding how social contexts influence the operation of effective schools and student learning. In the first part, school effects research is drawn upon in order to elaborate upon a model developed by John Carroll (1963) at Teachers College. In the second part, the focus is on one set of relationships within Carroll's model in an attempt to broaden understanding of how social contexts influence the operation of instructionally effective schools. Research suggests that schools can become effective without parent involvement, yet parent involvement and expectations seem to have potentially powerful effects on student learning. It also raises the following question for future investigation: What combinations of effectiveness factors appear to enhance instructional effectiveness given varying social contexts? It is recommended that future studies examine both the source of expectations and the manner in which schools translate and communicate expectations to students. In particular, researchers should examine the principal's role in linking the school and the community. Contingency theories of organizational leadership may provide guidance in comceptualizing the dynamics between organizational context and effective instructional leadership behavior. (JAM)

ED 311 553 EA 021 324

Valentine, Jerry W.
The Audit of Principal Effectiveness: A Process for Self-Improvement.
PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Annual Meeting of the North Central Association (Chicago, IL, April 17, 1989). For related documents, see EA 021 323-325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Leadership Qualities; National Surveys; *Principals; Teacher Administrator Relationship
IDENTIFIERS- *Audit of Principal Effectiveness
Feedback data provide an avenue to improved perceptions; in the educational setting, improved perceptions translate into personal growth and more positive organizational culture. To provide a valid, reliable, and practical instrument for faculty feedback regarding administrative skill, the Audit of Principal Effectiveness was developed in 1982. Over the next 4 years the instrument was statistically anaylzed, used in research and schools, refined, reanalyzed, and shortened; since 1986 it has been used in numerous research studies and in hundreds of schools across the country. The revised instrument provides the principal with teacher insight on 80 items of principal effectiveness. In addition, teacher perceptions are provided regarding three domains: (1) organizational development containing the factors of organizational direction, linkage, and procedures; (2) organizational environment containing the factors of teacher and student relations, and interactive and affective processes; and (3) the educational program containing the factors of instructional and curricular improvement. Factor scores within the three domains provide the principal with an understanding of personal administrative skills beyond the scope of each individual instrument item. Suggestions for use of the audit include providing anonymity for persons completing the instrument and summarizing and sharing the findings from the assessment with the faculty. (3 references) (KM)

ED 311 181 CE 053 025

Soares de Melo, Alvaro; Cristovao, Artur F. A. C.
World Perspective Case Descriptions on Educational Programs for Adults: Portugal.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 149p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Case Studies; Continuing Education; Farmers; *Farm Management; Foreign Countries; Literacy Education; *Program Evaluation; *Rural Extension
IDENTIFIERS- *Portugal
The case descriptions of two adult education programs in Portual contained in this document are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The first of the two case descriptions, prepared by H.S. de Melo, discusses Management Groups as Method of Rural Extension; Study of Rural Extension Program Evaluation in the Agrarian Zone of Tras-os-Montes, was prepared by Artur F.A.C. Cristovao. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

ED 311 242 CE 053 247

Mishel, Lawrence
Manufacturing Numbers: How Inaccurate Statistics Conceal U.S. Industrial Decline.
Economic Policy Inst., Washington, DC.
PUB DATE- Apr 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($5.00).
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Economic Research; *Economics; *Manufacturing Industry; *Productivity; Research Problems; *Statistical Bias
IDENTIFIERS- *Economic Decline; *Gross Product Originating Series
Contrary to a major statistical series calculated by the U.S. Bureau of Economic Analysis, the Gross Product Originating (GPO) series, the United States has experienced a definite erosion of its industrial base between 1973 and 1985, with manufacturing dropping at least 2.8 percent and perhaps as much as 4.5 percent in its share of national output. Manufacturing labor productivity growth from 1979-85 was about 1.9 percent annually rather than the 3.5 percent growth implied by the GPO series. That growth rate is only 60 percent that of other industrialized countries. The GPO series' reliability is suspect for the following reasons, among others: (1) the series' statements imply that imported components and service sector outsourcing decreased during this period, whereas all evidence shows that it rose; (2) large adjustments made to the 1972-74 data critically distort the historic trends, accounting for 40 percent of purported manufacturing output growth in the 1973-83 period; (3) given the input-output data, the series has been overstating the growth of manufacturing value-added; and (4) the series' reliance on price changes for only domestically produced goods leads to a systematic overstatement of constant dollar value-added growth during periods of large increases in imports. (The document includes four appendices and a four-page bibliography.) (CML)

ED 311 332 CG 021 946

Schwalb, Susan J.; Sedlacek, William E.
Student Attitudes toward "JAPs": The New Anti-Semitism. Research Repo
#9-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Bias; *College Students; Females; High
Education; Intervention; *Jews; Labeling (of Persons); *Negative
Attitudes; Stereotypes; *Student Attitudes; Student Personnel
Services

Throughout history although Jews have always been a very small minority population, there has been a great amount of destruction and hate directed toward them. Most recently the use of the term "Jewish American Princess" (JAP) has raised a new cause for concern. This stu examined the attitudes of college students towards students labeled a JAPs. The Situational Attitude Scale was used to measure the negative attitudes of non-Jewish college students (N=113) towards Jews and JAP Situations were presented in three forms in which the person was neutral, a Jewish person, and a JAP. Results were analyzed using multivariate analysis of variance. In 5 out of 10 situations, the subjects responded differently depending upon the form that they received. The results indicated that there were negative attitudes towards JAPs, but not towards Jewish persons. These results imply: (1 further clarification of the term "JAP" is needed; (2) further measurement of general anti-semitism on college campuses is needed to determine if differences exist between the campus and community environments; (3) further explorations of the effects of widespread usage of the term JAP on Jewish women are needed; and (4) campus-wide attempts are needed to combat prejudice. (ABL)

ED 311 443 CS 212 075

Communication Skills, Grades 1 and 2 Assessment.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Feb 89
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; Evaluation Criteria; *Grade 1; *Grade 2; Listening Comprehension; Oral Language; Oral Reading; Primary Education; Reader Text Relationship; Reading Aloud to Others; Reading Comprehension; Reading Strategies; Silent Reading; *Student Evaluation; Writing Skills
IDENTIFIERS- *North Carolina

Intended to be used as an assessment instrument in conjunction with North Carolina's Basic Education Program, this communication skills notebook reflects an instructional program that is developmentally appropriate for first and second graders. The notebook contains resource materials which include strategies for teachers to use in evaluating student performance on different curriculum goals. The notebook provides three options in instrument format to allow for local school system flexibility: (1) Assessment of Communication Skills by Components; (2) Integrated Communication Skills Assessment; and (3) Communication Skills Checklists. The appendix includes a 152-item bibliography of predictable books and three texts for reading strategies through oral reading. (MG)

ED 311 154 CE 052 390

Huggins, Kenneth
Workplace Written Communications Modules: V-IX. A Working Curriculum.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 89
AVAILABLE FROM- Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561 ($22.00).
NOTE- 263p.; For related documents, see CE 052 387-391; for Written Communications Modules I-IV, see CE 052 389.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Reading Programs; Behavioral Objectives; Blue Collar Occupations; *Business Correspondence; *Corporate Education; Curriculum Guides; English; *Essays; Learning Activities; Learning Modules; *Library Skills; Literacy Education; Reading Skills; *Vocabulary Development; Writing Instruction; *Writing Skills
IDENTIFIERS- *Workplace Literacy
This curriculum is designed for adult learners in the workplace whose reading and writing skills have never been developed as much as desired or whose skills have atrophied. The overall goal is to bring these learners to a level approximately equivalent to the end of 12th grade. This volume contains five of the nine modules in the curriculum; a companion volume contains the others. Module topics are: (1) vocabulary (2) the five-paragraph essay; (3) business correspondence; (4) using the library; and (5) the research essay. Each module consists of the following: overview, description of prerequisite knowledge and skills, approximate number of weeks to complete based on a contact hour per week schedule, list of objectives delineating the concepts students will learn and the skills they will acquire, background theory to these concepts and skills, activities and exercises to teach the concepts and skills, and suggestions for expansion. Teacher's versions for each exercise or test follow the student's versions; both versions are suitable for photocopying. (YLB)

ED 311 168 CE 053 012

Ansere, Joe K.; Mensah, Eric A.
World Perspective Case Descriptions on Educational Programs for Adults: Ghana.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 130p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; *Distance Education; Foreign Countries; *Inservice Teacher Education; *Instructional Effectiveness; Instructional Improvement; Teacher Education Programs; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- *Ghana
This document contains two case studies, one by J. K. Ansere, concerning the modular program of distance education to prepare teachers in Ghana and the other, by E.A. Mensah, reporting on a research experiment that compared teaching methods used to teach the course of study at a Ghanian worker's college. The modular program described by Ansere is designed to increase the teaching skills of the approximately 40,000 teachers who have not progressed beyond middle school. Written instructional modules, each of which supports three class-hours of face-to-face instruction plus at least one-hour of ;individualized study, are used. The modules are designed to cover the same content as conventional teacher training programs. The research project reported by Mensah compared the conventional approach used to teach the General Certificate of Education Ordinary Level Course (GCE OL) with the approach used to teach identical content in the General Certificate of Education Ordinary Level Integrated Course (GCEI OL). The nonequivalent control group design was used. The 81 students in the GCE OL were the control group and were taught by face-to-face instruction with occasional written work. The treatment group was made up of the 159 students in the GCEI OL, which was taught with self-contained distance education, course notes, face-to-face teaching, and written assignments and self-tests for each lesson. Students who were in the GCEI OL performed significantly better on their final examinations. (A seven-item reference list concludes the case study.) In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 198 CE 053 124

Strong, Merle E.; Jarosik, Daniel
A Longitudinal Study of Earnings of VTAE Graduates. An Analysis of Earnings of 1982-83 Wisconsin Post Secondary Vocational/Technical Education Program Completers Utilizing 1985 State Income Tax and 1988 Wage Reporting Data Compared to Adjusted National Census Data.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *Income; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; *Salary Wage Differentials; Secondary Education; Technical Education; *Two Year Colleges; Vocational Followup; *Vocational Schools
IDENTIFIERS- Vocational Technical Adult Education Districts; *Wisconsin
A study sought to determine how graduates of vocational, technical, and adult education (VTAE) programs fared in the work force as compared with a national comparison group. The secondary purpose of the study was to ascertain the feasibility and appropriateness of using existing data bases to conduct follow-up research of vocational education graduates. More than 15,000 graduates of vocational education programs in 16 VTAE districts in Wisconsin for the year 1982-83 were categorized based upon information obtained from student records and state income records. A national comparison group based on United States Bureau of the Census records for 1985 was used. Some of the observations drawn from the study were the following: (1) overall, VTAE graduates outperformed economically comparison groupings based on the same gender and age breakdown for persons with a high school diploma; (2) the longer VTAE graduates are in the work force, the more they outperform their peers economically; (3) the longer the term of training, the higher the earnings of the VTAE graduate; (4) female graduates outperformed their peers to a greater degree than did males; (5) graduates of 2-year technical programs and trade and industry programs earned more than graduates from all other program areas; (6) VTAE graduates tended to work full time and to receive unemployment compensation less often than their peers with high school diplomas. (Document includes 77 data tables.) (KC)

ED 311 286 CE 053 320

Barnhardt, Larry
Vocational Instructional Program Advisory Committees. Member's Guide.
North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- Feb 88
NOTE- 12p.; For a related leadership guide, see CE 053 319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Advisory Committees; *Educational Improvement;
Participative Decision Making; Postsecondary Education; Relevance
(Education); *School Business Relationship; *School Community
Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- North Dakota
This document is intended to answer the questions most frequently asked by vocational instructional program (VIP) advisory committee members. The foreword states that VIP advisory committees are being promoted and enhanced because studies have found that one of the most common characteristics associated with high quality vocational education programs is their close tie to the communities they serve. Other sections of the document describe the purpose of VIP advisory committees, the kinds of individuals who serve on committees, what their roles are, why committees are necessary, how effective they are, what their functions are, what they are responsible for, how often the meet, how long committee members serve, and where to get further information. The back cover of the document contains a graphic that illustrates vocational-technical education private sector cooperation. (CML)

ED 311 316 CG 021 929

Cairns, Robert B.; Cairns, Beverly D.
Risks and Lifelines in Adolescence.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; Behavior Change; Behavior Development; Biological Influences; Developmental Stages; Environmental Influences; Grade 4; Grade 7; High Risk Students; *Individual Development; Intermediate Grades; Junior High Schools; Longitudinal Studies; Nature Nurture Controversy; *Predictor Variables; Young Adults

Changes from the expected life course can arise from at least three different reasons in longitudinal work: developmental novelty, errors in diagnosis, and errors in expectation. This longitudinal study examined the social development of 220 fourth graders and 475 seventh graders over a period of 10 years with over 98 percent of the original subjects providing returns in the last year. Embedded in the original sample were students identified as being at high risk by being nominated by teachers and principals for aggressive behavior. These high risk subjects were matched with control subjects. It was expected that it would be possible to identify factors that led to changes in trajectory for the students, for good and for ill. At the conclusion of the study the subjects were 17 to 21 years of age. Although changes in behavior were expected, stability was found. The simple procedure of asking teachers and principals to identify the most aggressive students provided robust prediction for later adaptation beyond the school, even for measures of life and death. However, most of the true-positive high risk subjects showed major deflections from trajectory, even though it was rare these changes were maintained. When changes endured it tended to be the result of multiple changes in the circumstances of the child's life. (ABL)

ED 311 348 CG 021 963

Weber, James M.
An Evaluation of Selected Procedures for Identifying Potential High School Dropouts.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Research; High Schools; High School Students; *Identification; *Potential Dropouts; Predictor Variables; *Research Methodology
IDENTIFIERS- High School and Beyond (NCES)
Many students who enter public schools leave without achieving what has become the expected minimum level of educational attainment, a high school diploma. The purpose of this study was to contribute to existing dropout-prevention research by identifying and validating reliable decision rules for differentiating actual dropouts from high school completers. A review of the literature resulted in the identification of 43 variables being used by different program personnel to identify the potential dropouts. A tally was completed reflecting the number of times each variable occurred across the 100 dropout prevention programs reviewed. Of these programs, 13 specific procedures were found that had necessary conditions for comparison and evaluation. Once the 13 procedures were selected, a search was conducted in the High School and Beyond (HS&B) database for elements that could be used to operationally define the variables listed in each of the 13 selected dropout identification procedures. The operationally defined variables were then used to predict which students in the HS&B database would be dropouts. The results of those evaluations were then compared to known dropout figures available for the HS&B sample. The results suggest that the best procedures for predicting dropouts were the Dropout Prediction Instrument, Potential Dropout Profile, Dropout Prediction Equation, and Identifying Potential Dropouts Scale. (ABL)

ED 311 393 CS 009 597

Harste, Jerome C.
New Policy Guidelines for Reading: Connecting Research and Practice.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33428-3020, $5.95 member, $7.50 nonmember). St., Bloomington, IN ($5.95).
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) -- ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; Instructional Effectiveness; Program Effectiveness; Reading; *Reading Comprehension; *Reading Instruction; *Reading Research; Teacher Role; *Theory Practice Relationship
Intended to help teachers, researchers, curriculum developers, and administrators develop improved policy in reading instruction and research, this book challenges several widespread assumptions about effective reading instruction and concludes with 20 policy guidelines which can be used to evaluate existing reading programs and redesign them to aim at higher levels of comprehension. Following an introduction, the book contains five chapters: (1) "Reading, Reading Instruction, and Reading Research," discussing the relationship among the three; (2) "Supporting Practical Theory," dealing with trusting teachers, supporting inquiry, taking risks, building upon what we know, and supporting self-evaluation; (3) "Effective Change Projects," discussing the characteristics of school reading programs exemplifying effective school change and dynamic, research-based instruction; (4) "The Agenda Ahead"; and (5) "Guidelines for Improving Reading Comprehension Instruction," encapsulating available information about the conditions that are likely to improve the teaching of reading in our schools. A section of 54 notes, and a 228-item bibliography are attached. (SR)

ED 311 458 CS 212 106

Lamb, Holly; And Others
Emerging Literacy: The Writing Path to Reading.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Language Experience Approach; *Literacy; Primary Education; Reading Aloud to Others; Reading Improvement; Reading Instruction; *Reading Writing Relationship; Student Journals; *Writing Across the Curriculum; *Writing Processes; Writing Skills
IDENTIFIERS- *Emergent Literacy; Invented Spelling; Writing Attitudes; Writing Development; *Writing to Read

Researchers in the field of emergent literacy have been watching young children and find that they have a natural interest in print. Many researchers have documented stages of writing and spelling and have illustrated that children can learn to read and write as naturally as they can learn to speak, given an appropriate print environment. Writing precedes reading, and these acts complement each other. In a writing process classroom, the children should have a writing time each day, beginning with the first day, and should be allowed to choose their own writing topics. Anything they produce should be accepted as writing, including drawing, scribbling, copied print, and invented spelling. Types of conferences used to benefit the writing process of each student include conferences on content, focusing, expanding, process, evaluation, and editing. Very often writing process classrooms become reading/writing classrooms. One strategy used in these classrooms is the "shared book experience" involving four steps: (1) warm-up, (2) rereading of favorite stories, (3) new story, and (4) expressive activities. Another strategy that brings reading and writing together for young children is the language experience approach. This involves the children dictating an account of an experience while the teacher writes what the child said using their language, with correct spelling. Journals are another popular way to bring reading and writing together. Educators need to provide children with real reasons and opportunities for reading and writing. (MG)

ED 311 490 CS 506 780

Ulloth, Dana
Computer Generated Graphics in Television Advertising.
PUB DATE- Feb 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Commercial Art; *Computer Graphics; Creativity; *Graphic Arts; Mass Media; *Technical Illustration; Technological Advancement; *Television Commercials
IDENTIFIERS- Advertisements; Advertising Industry
An organization that has led the way in opening new frontiers in using advanced technology to create innovative commercials is Charlex, a New York-based company in business since 1977. Charlex has produced music videos, and also commercials for Diet Pepsi, Cherry Coke, Crest Toothpaste, and White Mountain Cooler. It has used a wide range of techniques: models, paintbox painting, stock footage, live people, clay animation, computer generated images, and clip art. Its blend of people photographs, models, lighting, and creativity has given the company an edge in its market; and it has shown others several approaches to creative use of the new electronic equipment. With the need to stay fresh and ahead of the competition, the company has been drawing on the services of a number of painters in the New York City area as well as its own staff, and it has been developing demonstration reels to suggest different approaches to clients. The company has demonstrated that technology and creative imagination are not mutually exclusive and that editing within a frame can produce stimulating images. (MG)

ED 311 507 CS 506 835

Jolliffe, Lee
Magazine Article Placement: How Editors, Regular Contributors, and Novice Writers Rate Query Letters.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Editors; Factor Analysis; *Journalism; Language Role; *Letters (Correspondence); *Periodicals; *Persuasive Discourse; Regression (Statistics); *Writing for Publication
IDENTIFIERS- *Free Lance Market; Journalism Research
About 350,000 freelance magazine articles were purchased by magazine editors last year from the 22,000 freelancers and 225,000 would-be freelancers in the United States. A study examined the factors editors judge most important in selecting freelance magazine article proposals, using factor analysis and qualitative examination of persuasive elements. Ten sample query letters, written by several professional writers with freelancing experience, were provided to 5 editors, 25 regular contributors, and 100 novice writers (5 editors, 18 regular contributors, and 21 novice writers responded). Letters were rated on writer experience, skill displayed, research, article idea, appropriateness to the market, and overall quality. Results showed that (1) editors' judgments of article proposal quality were chiefly influenced by the article idea being offered (47.4%) and writer's skill (31%); (2) both regular contributors and rejected query writers place article attributes first, market appropriateness second, and skill displayed third; and (3) persuasion factors considered most important by editors were cognitive complexity similar to the editor's publication; concrete, vivid, readable, varied, and logical language use; and human interest. Findings suggest that novices who offer a well-written, human-focused article are as likely to achieve acceptance as long-time professional writers. (An appendix of analysis of the 10 query letters and the letters and 31 references are attached.) (MS)

ED 311 523 CS 506 887

Walker, James R.; Bellamy, Robert V., Jr.
The Gratifications of Grazing: Why Flippers Flip.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; Higher Education; Mass Media Effects; *Mass Media Use; Regression (Statistics); Technological Advancement; Television Research; Television Surveys; *Television Viewing; Undergraduate Students
IDENTIFIERS- Gratifications Obtained; Memphis State University TN; *Remote Control Devices; Uses and Gratifications Research
An exploratory study focused on usage patterns of television remote control devices (RCDs), examining how and why individuals use television RCDs to "graze." The study identified the gratifications obtained from RCD use and evaluated their relative importance in accounting for variations in RCD use. Subjects were 455 undergraduates in communication and theater courses at Memphis State University who responded to questionnaires measuring predictor variables (general background, general foreground), media reference background variables, (television exposure, cable television use, and VCR use), media reference foreground variables, and criterion variables (total RCD use, grazing, and multiple program viewing). Results indicated that certain RCD gratifications (getting more from television, avoiding commercials, selective avoidance, and finding out what is on television) were strongly related to RCD use. The strongest gratification produced by the factor analysis was for the selective avoidance of unpleasant stimuli, including politicians, political ads, news reporters, and others. The use of this particular age group probably reduced the impact of demographic variables and increased the significance of certain kinds of gratifications. (Three tables of data are included, and 40 references are attached.) (SR)

ED 311 569 EA 021 340

Hanson, Thomas L.
Curricular Change in Dade County 1982-83 to 1986-87: A Replication of the PACE Study.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($7.00 postpaid; quantity discounts).
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Curriculum Development; Curriculum Research; *Educational Improvement; *Educational Trends; Enrollment Trends; Secondary Education
IDENTIFIERS- *Dade County Public Schools FL
This study investigates curricular change, coinciding with the implementation of a number of educational reforms aimed at raising Florida's academic standards, in Dade County secondary schools between 1982-83 and 1986-87. To ascertain the degree and type of change experienced, curriculum information on class section quantities and enrollments was collected from 16 secondary schools and compiled for the periods 1982-83 and 1986-87. Large increases were observed in offerings and enrollments in science, foreign languages, computer education, and health, while large declines occurred in vocational and physical education, and study hall. With the exception of observed curricular stability in mathematics, social studies, and language arts, these departmental trends mirror trends (observed nationally) of a shift toward a more academically oriented high school curriculum. A number of differences were noted between schools, determined by the percent of students receiving free or reduced lunches, classified as high socioeconomic (SES) and low SES. Enrollments in mathematics and safety and driver education increased in high-SES schools while declining in low-SES schools; foreign language enrollment showed greater increase in low-SES schools due to lower enrollment levels in 1982-83. Greater variation in curricular change by school SES was exhibited within departments. (11 references) (KM)

ED 311 428 CS 211 928

Reese, Stephen D.
The News Paradigm and the Limits of Objectivity: A Socialist at the "Wall Street Journal."
PUB DATE- 9 May 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Ethics; *Models; *Newspapers; *News Reporting
IDENTIFIERS- Journalism Research; Los Angeles Times; Objectivity; Wall Street Journal
Using the case study approach to examine an important aspect of the news paradigm (the objectivity of the journalist), this paper examines the case of A. Kent MacDougall, a former reporter for the "Wall Street Journal" and the "Los Angeles Times" who revealed that he was a socialist and often wrote for radical publications while employed at the "Journal." The paper argues that the controversy within the journalistic community over this revelation helps shed light on unwritten paradigmatic assumptions, particularly regarding objectivity. It examines the repair process that was engaged in to handle the threats created for the paradigm by reviewing the commentary that was generated by the reporter's actions and analysing the strategies through which the paradigmatic assumptions and routines were reaffirmed and strengthened. (Thirty-five references are attached.) (RS)

ED 311 474 CS 506 623

Williams, David Cratis
Kenneth Burke's Philosophy of Rhetoric: Modern, Postmodern, and Beyond.
PUB DATE- May 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Language Role; *Literary Criticism; *Modernism; *Rhetoric; Scholarship
IDENTIFIERS- *Burke (Kenneth); Critical Theory; Dramatistic Criticism; Literary Theory; *Postmodernism
This paper argues that, while Kenneth Burke may be placed by some writers squarely in either the modern or the postmodern tradition, Burke participates in both but is marginal to each, and thus "beyond" them. The first section briefly traces the outline of Burke's philosophy of rhetoric. With that framework as a backdrop, the second section examines Burke's relationship to the modernist movements in aesthetics and criticism, and the third section examines his relationship to the postmodern movements. The final section suggests that "Burkology" is containable by neither and that it offers a "corrective" to both modernism and postmodernism. Twenty-six references are attached. (SR)

ED 311 182 CE 053 026

Campbell, Dunstan; Sandmann, Lorilee
World Perspective Case Descriptions on Educational Programs for Adults: St. Lucia.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 111p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Agricultural Education; Case Studies; *Farmers; *Farm Management; Foreign Countries; *Rural Extension
IDENTIFIERS- *Saint Lucia
This document contains a case description of an adult education program in St. Lucia, a volcanic island in the Windward group of the West Indies. The case study is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The Caribbean Agricultural Extension Program described seeks to help farm families improve farming practices and their quality of life. The project's planning process, recommendations for improvement, level of participation, finances, and the recent history of extension are detailed. Excerpts from an interview with a participant and from a recent study on program influences in extension are included. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

ED 311 212 CE 053 194

Blum, Abraham
Use of Extension Services by Traditional Arab Farmers in Israel and the Gaza Strip.
PUB DATE- 88
NOTE- 24p.; Published in the Quarterly Journal of International Agriculture; v27 n3-4 p314-26 1988
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Arabs; Attitudes; *Cultural Differences; Extension Agents; *Farmers; Foreign Countries; *Jews; Leadership Qualities; *Rural Extension
IDENTIFIERS- *Gaza Strip; *Israel; Palestine; Palestinian Arabs
A study analyzed the use of extension services by traditional Arab farmers in Israel (Nazareth region) and in the Gaza Strip. The study was an attempt to follow up on work done in the 1960s and the early 1970s by Arnon. The research questions for this study were as follows: (1) How strong is the demand for extension now? (2) Which are the most effective ways in which extension serves farmers--as viewed by the farmers? (3) Do farmers' leadership qualities affect their use of extension? and (4) Are there differences between the Nazareth and Gaza regions, in relation to these questions and, if yes, how can they be explained? A questionnaire was developed. Interviews took place with 48 farmers from 4 villages in the Nazareth region and 56 farmers from 5 villages in the Gaza strip. Findings from the study indicated that Nazareth farmers had a higher rate of contact with extension, when compared to the Rehovot (Jewish) region. Extension advisers in the Nazareth region tended to meet mainly with full-time farmers. In the Gaza strip, nearly all farmers had contact with local advisers. Members of agricultural committees tended to have more frequent contact with advisers, and membership in an agricultural committee is a sign of leadership. Farmers in both regions rated the personal visits of advisers highest among the extension activities. In spite of the different histories of extension in the Nazareth and Gaza regions, there were more differences between Jewish and Arab family farmers in their use of extension services than between farmers in the two Arab regions. (An eight-item reference list is attached.) (NLL)

ED 311 227 CE 053 214

LaBrecque, Suzanne V.; And Others
Resource Manual of Jointly Planned/Funded Programs/Services/Activities To Serve Special Populations.
Indiana Univ., Bloomington. Inst. for Urban Transportation.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 89
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Adults; Apprenticeships; *Cooperative Programs; *Coordination; Disabilities; *Employment Programs; *High Risk Persons; Job Training; Labor Force Development; Nontraditional Students; Postsecondary Education; *Program Administration; Program Descriptions; Rehabilitation Programs; Transitional Programs; Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- Adult Education Act; Education Consolidation Improvement Act Chapter 1; Education of the Handicapped Act 1970; Job Training Partnership Act 1982; Rehabilitation Act 1973; *Texas
This document is intended to aid those in Texas doing joint planning of vocational and technical education programs with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act, Chapter I of the Education Consolidation and Improvement Act, the Education of the Handicapped Act, the Rehabilitation Act of 1973, and apprenticeship training programs. The document is the result of an assessment of the impact of two regional workshops that were held in 1987-88 and 1988-89 to inform postsecondary personnel of the need for and process of joint planning. Section 1 provides a list of programs, services, and activities that were in place in 1988-89 as a result of the workshop conducted early in 1988. Twelve jointly planned programs for at-risk youth and hard-to-serve adults and those exclusively for hard-to-serve adults are described. Provided are contact person, program goals, program description, and evaluation information. Section 2 provides a listing and brief description of programs, services, and activities that have been planned and are using or expect to be using multiple resources for implementation as a result of the 1988-89 workshops. The 64 programs serve the handicapped, at-risk youth and hard-to-serve adults. Program descriptions include information on contact persons, program goals, target populations, planned activities, and resources. (CML)

ED 311 257 CE 053 263

Marshall, Robert E.
Guide to Databases Containing Data on Vocational and Adult Education Maintained by the U.S. Department of Education.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 11 Sep 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; Adults; Database Producers; *Databases; *Educational Research; *Federal Government; Research Utilization; *Technical Education; *Vocational Education
IDENTIFIERS- *Department of Education
This guide provides information on 22 databases maintained within th United States Department of Education in which information on vocational and/or adult education has been identified, including those housed in the Office of Vocational and Adult Education (OVAE). The guide was developed by conducting an in-house survey, and the information it contains has been reviewed by those listed as contact persons for their databases. Each one-page database profile consists o a description, design, survey type, how often data are collected, planned updates, and contact address. The databases included are the following: (1) Administrator and Teacher Survey of High School and Beyond Schools; (2) 1987 High School Transcript Study; (3) National Education Longitudinal Survey, 1988; (4) High School and Beyond Longitudinal Study; (5) National Longitudinal Survey, 1972; (6) School and Staffing Survey; (7) Beginning Postsecondary Students; (8) Integrated Postsecondary Education Data System; (9) National Postsecondary Student Aid Study; (10) Fast Response Survey System for National Assessment of Vocational Education; (11) Vocational-Technical Education Financial Database; (12) Vocational-Technical Education Program Performance Database; (13) Adult Education Financial Database; (14) Adult Education Program Performance Database; (15) Common Core of Data Part 4--Revenues and Current Expenditures for Public Elementary and Secondary Education FY 82-86; (16) Common Core of Data Public Education Agency Universe, 1987-88; (17) Inventory of Datasets Containing Data on OVAE-Administered Programs; (18) National Rural Education Data File; Expenditures for Public Elementary and Secondary Education FY 82-86; (19) Common Core of Data Public School Universe, 1986-87; (20) Common Core of Data Nonfiscal Report, 1987-88; (21) Stat Program Improvement Information in Vocational Education; and (22) GEPA 406A Data System. (KC)

ED 311 271 CE 053 280

Morehouse, Ward; Dembo, David
Joblessness and the Pauperization of Work in America. Background Paper.
Council on International and Public Affairs, New York, N.Y.
PUB DATE- Nov 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Economically Disadvantaged; *Economic Change; *Employment Patterns; Employment Projections; *Low Income; Low Income Groups; *Poverty; Salary Wage Differentials; Unemployment; *Wages
In September 1988, 13.1 million people in the United States wanted jobs, a jobless rate more than twice the official unemployment rate. The official rate does not count the people who have stopped looking for work because they believe that none is available. However, joblessness is only part of the problem. Also important is the phenomenon of the pauperization of work--replacement of higher-paying jobs by those at or close to the minimum wage, often part time, and below the poverty line. The manufacturing sector of the economy peaked in 1979 and fell back by September 1988, to a net loss of 824,000 jobs. A large number of persons formerly in higher-paying manufacturing jobs have been forced into lower-paying service sector jobs. In fact, the discrepancy between the wages for service jobs and manufacturing jobs is increasing. These pauperizing trends in wages now affect an increasing proportion of the labor force--and those sectors that are growing the fastest--whereas the proportion of workers in the high wage sectors is either flat or declining. Millions of full-time year-round workers had incomes below the poverty level. The result has been a sharp and increasing inequity in income distribution. In addition, poverty rates are still higher than they were in the 1970s. The two appendices contain "Adjustment in the Bureau of Labor Statistics Unemployment Rate to Determine the Jobless Rate," and "Explanation of Method Used to Determine Full-Time Equivalent Employment." (Seven statistical tables and two figures are included in the report.) (KC)

ED 311 301 CE 053 410

Crawford, Everett
Another Ounce of Prevention: Education and Employment Interventions for 9 to 15 Year Olds. Report No. 23.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Adolescents; Basic Skills; *Dropout Prevention; Dropout Programs; Dropouts; *Employment Potential; Federal Programs; *High Risk Students; *Intervention; *Outreach Programs; Preadolescents; School Holding Power; Transitional Programs; Urban Education; Urban Environment; *Urban Problems; Urban Programs; Work Experience Programs
IDENTIFIERS- Job Training Partnership Act 1982

A study was conducted to identify new points of intervention into the education and social development of economically and educationally disadvantaged youth considered at risk of dropping out of school and never successfully participating in the labor market. The demographic characteristics of the target population were studied, as well as past and current federally-assisted employment, education, and training programs. Case studies of current community programs were commissioned. The following are among the findings reported: (1) young people (most of them poor, Hispanic, and/or Black) who lack basic skills and who have failed to graduate from high school have the most difficulty in entering the labor market; (2) approximately 2.5 to 3.5 million of the 18 million students who are aged 9-15 are at risk; (3) at-risk students are overwhelmingly urban; (4) few past or current programs have targeted this age group; (5) the Job Training Partnership Act authorizes two current programs that serve 14- and 15-year-olds, including a summer youth employment program that is showing positive results in terms of school retention and improved learning retention; and (6) all of the case studies indicate the need to involve employers in the dropout prevention activities. (The document concludes with a two-page bibliography and executive summaries of five case studies.) (CML)

ED 311 363 CG 021 978

Introduction to Therapeutic and Counseling Principles: A Manual for Human Service Workers.
Alaska State Dept. of Health and Social Services, Juneau. Div. of Mental Health and Developmental Disabilities.
PUB DATE- 83
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Behavior Problems; Counseling Services; *Counseling Techniques; *Counseling Theories; *Counselor Training; Depression (Psychology); Emotional Problems; Listening Skills; *Mental Health Programs; Rape; Sexual Abuse; Substance Abuse; Suicide

This manual introduces some of the essential principles of counseling. It is geared toward the training and education of those who have not had significant prior counseling experiences and is not comprehensive. These topics are discussed, focusing on basic, introductory material: (1) general principles of human behavior and motivation including Maslow's hierarchy; (2) interpersonal relations; (3) listening skills; (4) identifying feelings; (5) self-knowledge; (6) historic distrust and the counseling of American Indians and Alaska Natives; (7) depression; (8) suicide; (9) philosophy and methods of helping alcoholics and substance abusers; (10) spouse abuse; (11) sexually oriented problems; (12) rape; (13) how to handle cases, illustrated with sample cases and appropriate responses; (14) rules for a healthy fight including listening, problem identification and problem solving, anger, brevity, timing, running away, misunderstanding, third party, and responsibility; and (15) a description and use of the mental health commitment law. Lists of Alaska regional mental health programs are given. A reading list on general counseling topics, family involvement, substance abuse, sexuality, personal self-awareness, depression and loss, and recommended reading is provided. (ABL)

ED 311 378 CG 021 993

Reddick, Thomas L.; Peach, Larry
Students' Responses Concerning Personal Incidences of Child Abuse in a Eleven County Area of Middle Tennessee.
PUB DATE- 10 Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; High Schools; *High School Seniors; *Incidence; Sexual Abuse; Victims of Crime
IDENTIFIERS- Tennessee

Child abuse, ranging from neglect to sexual abuse and murder, is a serious problem in contemporary America. Abuse may be defined as any force that compromises a child's capacity to achieve his physical and psychological potential. This study sought to determine the personal incidences of child abuse experienced by high school seniors in public high schools in a mainly rural region of middle Tennessee. The study also investigated the effects of child abuse upon the lives and behavior of its victims. Subjects (N=275) were 18-year-olds who responded to a 15-item questionnaire requesting information on their life experiences. Approximately 28 percent of the participants reported having experienced abuse, with the greatest percentage reporting abuse from birth through 5 years of age. The most common forms of neglect were lack of emotional support and failure to provide adequate affection. The most common form of physical abuse was being slapped or punched; the most common form of psychological abuse was verbal attack. Sexual abuse was reported by 10 percent of subjects. Caring adults should devise strategies to decrease the incidences of child abuse and proper treatment should be provided to those in need. (ABL)

ED 311 410 CS 009 800

Mommers, Martin; Oud, Johan
Modeling, Predicting, and Monitoring Reading and Spelling Achievement.
PUB DATE- Jul 89
NOTE- 16p.; Paper presented at the European Congress of Psychology (1s
Amsterdam, The Netherlands, July 2-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Decoding (Reading); Foreign Countries; Longitudinal
Studies; *Models; Primary Education; *Reading Comprehension; Reading
Research; Spelling
IDENTIFIERS- *Causal Models; LISREL Computer Program; Netherlands
A longitudinal study examined the development of decoding skills, reading comprehension skills, and spelling skills across the first three years of primary education in order to examine the relations among the variables in a dynamic causal model of the development of reading and spelling skills. Subjects, 310 first grade children in 12 schools representing a random cluster sample falling to 225 subjects b the end of the third grade, were administered a variety of survey instruments during their primary education. The LISREL program was use to analyze the many indices of global and local model fit and to help decide which of a number of models is the most reasonable. The data do not refute the hypothesis that decoding skills, reading comprehension, and spelling skills are empirically distinguishable latent variables. (Two tables and three figures of data are included; 20 references are attached.) (RS)

ED 311 444 CS 212 083

Fowler, Gilbert L., Jr.; Shipman, John Marlin
Pagination and Job Satisfaction in American Newsrooms.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Employee Attitudes; Employer Employee Relationship; Job Performance; *Job Satisfaction; Journalism; Mail Surveys; Media Research; *Newspapers; News Writing; Questionnaires; *Technological Advancement
IDENTIFIERS- Employee Participation
A study was conducted to examine how the implementation of new technology in the newsroom has affected job satisfaction, whether demographic characteristics of employees have an effect, or whether employees in certain classifications of jobs are more satisfied with this technology than others. Pagination was chosen as the technology to study because it was the newest in a series of technological innovations that have found their way into newsrooms. The study focused on how pagination technology was introduced, the types of persons who used the technology, and how that is related to job satisfaction. One hundred fifty-nine respondents from 26 newspapers answered a mail survey questionnaire (a 52% response rate) which was designed to examine the concerns of the study. Results indicated that employee satisfaction was directly related to the degree of involvement the individual had in the planning/implementation stages. Four types of individuals were found to operate in the new tech newsroom: opportunist types, production types, time-conscious types, and Luddites (those who had many problems with the system). Pagination systems have given most newsroom personnel a sense of control over the news process and have changed both the physical layout of the newsroom and the mental preparation of the employees. Those currently working in newsrooms using pagination indicated a number of areas that deserve attention if the new technology is to be implemented to its fullest extent. Findings indicated that a training process should be developed to introduce personnel to the new technology and to monitor their progress with it. The implementation of new technology in the newsroom has expanded horizons, responsibilities, and the need to understand its long-term effects. (Fourteen tables of data are included and 73 references are attached.) (MG)

ED 311 554 EA 021 325

Valentine, Jerry W.; Bowman, Michael L.
The Audit of Principal Effectiveness: Instrumentation for Principalship Research. A Research Project Report.
PUB DATE- Jan 88
NOTE- 26p.; For related documents, see EA 021 323-324.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Leadership Qualities; National Surveys; *Principals; Research Design; Research Methodology; Teacher Administrator Relationship
IDENTIFIERS- *Audit of Principal Effectiveness
Using the literature and research on principal effectiveness as a foundation, the Audit of Principal Effectiveness was developed. Initially, 162 items forming 12 theoretical factors describing effective principal behavior were identified and sorted into two documents. The documents, each containing 81 items, were mailed to a total of 3,660 teachers (equally distributed among seven United States geographic regions) for evaluation regarding the degree to which each item was descriptive of an effective administrator skill. Based on responses, the documents were shortened to contain 55 items each; this format was used between 1985 and 1986. Although accurately descriptive of necessary effective principal skills, the completion of two documents proved too time consuming and cumbersome. Another random sample of teachers (3,300) was mailed documents for evaluation. The resulting second refinement yielded one form divided into three principal areas of skill, with nine associated factors, and 80 items. This instrument, currently in use, includes the domains of: (1) organizational development containing the factors of organizational direction, linkage, and procedures; (2) organizational environment containing the factors of teacher and student relations, and interactive and affective processes; and (3) the educational program containing the factors of instructional and curricular improvement. (15 references) (KM)

ED 311 243 CE 053 248

Starr, Paul
The Limits of Privatization.
Economic Policy Inst., Washington, DC.
PUB DATE- 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, N
Suite 812, Washington, DC 20036 ($3.00).
NOTE- 23p.; An earlier version of this paper appears in "Prospects for
Privatization. Proceedings of the Academy of Political Science" (New
York, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Bureaucracy; Federal Government; Governmental
Structure; *Government Employees; *Government Role; Local Government
*Public Agencies; *Public Policy; *Public Service Occupations; State
Government
IDENTIFIERS- *Privatization

Transferring public services and public assets to private ownership is not an entirely new idea. Governments at all levels in the United States have for years contracted out many services. However, under the recently coined label "privatization," such policies now come recommended as a more comprehensive approach to the problems of modern government than ever before. However, the choice is not public or private but which of many possible mixed public-private structures works best. The advocates of privatization use the more moderate ideas to gain plausibility for the more radical goal of government disengagement. The conservatives' view of government as an economic black hole misses what government adds to the productive resources of society and overstates what government takes away. There is a lesson about privatization: governments will continue to be held accountable for economic growth and security. Thus, most privatization efforts would be politically unpopular. The most common privatization proposal would hardly diminish the domain of special interests. Advocates of privatization show an undue tenderness toward private contractors and an undue hostility toward public employees. Although privatization aim to shift services from the public to the private sector, it could end up making private institutions more like public ones. Finally, where the government represents the nation and seeks to speak with one voice it needs public servants loyal to its highest interests, not private contractors maximizing their own. Although privatization is appealing, the ever-changing public-private mix is necessary in providing public services. (Includes 29 reference notes.) (KC)

ED 311 333 CG 021 947

Not Far Enough: Women vs. Smoking. A Workshop for Women's Group and Women's Health Leaders.
National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 4 Feb 87
NOTE- 39p.; The workshop was convened by the Advocacy Institute in cooperation with the National Cancer Institute and the Harvard University Institute for the Study of Smoking Behavior and Policy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advocacy; Cancer; Diseases; *Females; Organizations (Groups); Public Health; *Smoking; Tobacco; Workshops

Highlights from a series of papers on the role of smoking in women's disease and death, women's smoking behavior, and the role of the tobacco industry are included in this document. Conference participant included public health and women's organizations. Brief summaries of the papers introduce the document. An outline of network strategies including intraorganizational initiatives in the areas of health, public advocacy, and the Not Far Enough Network itself are presented. These papers are included: (1) "Not Far Enough" (Helene Brown); (2) "Mixed Messages for Women A Social History of Cigarette Smoking and Advertising" (Virginia L. Ernster); (3) "Tobacco, Women, and Health" (Sally Faith Dorfman); (4) "Which Women Smoke and Why?" (Ellen R. Gritz); (5) "Tobacco Industry Funding of Women's Organizations" (Andre M. Berman); (6) "Money Up In Smoke" (Victoria Leonard); and (7) "Women vs. Smoking: The Symbolic Conflict" (Michael Pertschuk). A bibliograph and list of resources are included. (ABL)

ED 311 475 CS 506 669

Burns, Gary
Music Video: An Analysis at Three Levels.
PUB DATE- 10 Jul 85
NOTE- 60p.; Paper presented at the Meeting of the International Association for the Study of Popular Music (Montreal, Quebec, Canada, July 10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Audience Awareness; *Mass Media Role; Mass Media Use; Motifs; *Music; *Popular Culture; Programing (Broadcast); Radio; Songs; Television Research; *Television Viewing
IDENTIFIERS- Microanalysis; *Music Videos; *Rock Music
This paper is an analysis of the different aspects of the music video. Music video is defined as having three meanings: an individual clip, a format, or the "aesthetic" that describes what the clips and format look like. The paper examines interruptions, the dialectical tension and the organization of the work of art, shot-scene sequence, and "hooks." The paper also contains a micro-analysis of the song "All She Wants to Do Is Dance" performed by Don Henley and a meso-analysis of the "Hot Hit Video" program on St. Louis TV. The paper concludes that music video is the aesthetic of the alienated establishment, removing the musician one step further from direct contact with an audience. The paper also concludes that the music video glorifies shortness, incompleteness, lack of resolution, and the dehumanization of Western culture. (Thirty-seven footnotes are appended.) (MS)

ED 311 491 CS 506 791

Abbott, Eric A.; Yarbrough, J. Paul
Using Joint Spouse Data To Understand and Predict Newspaper Use and Attitudes.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washingto DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Family Attitudes; Marriage; *Mass Medi Use; Media Research; Models; Multiple Regression Analysis; *Newspapers; Questionnaires; *Spouses
IDENTIFIERS- Journalism Research; *Readership Analysis
A study assessed the value of obtaining newspaper readership and attitudinal characteristics from both spouses in a household, in orde to examine the influence that one spouse's media behavior may have on the other. A mailed questionnaire received 142 joint spouse responses in a small midwestern city. Results indicated that knowing one spouse' media characteristics and demographics substantially improves the ability to predict the characteristics of the other spouse. The study also developed three possible models of spousal influence that would affect newspaper readership patterns: (1) the traditional role model, in which spouses have little effect on each other's reading habits, each continuing to read what they learned to read earlier; (2) the substitution model, where tasks are divided, with one spouse reading certain areas and reporting to the other; and (3) the sharing model, i which mutual interests developed as a result of the marital relationship cause both spouses to read certain portions of the newspaper. Models two and three suggest that the marriage relationship can play a role in shaping newspaper readership patterns. Results also showed that newspaper reliance patterns of spouses change as they age, with husbands relying more on newspapers under age 45, and wives relying more on them above that age. (Six tables of data are included. Twenty-seven references and an appendix containing the attitude items used in the study are attached.) (SR)

ED 311 539 EA 021 301

Empowered Leadership: Effective Schools.
New Mexico State Univ., Las Cruces. Dept. of Curriculum and Instruction.
PUB DATE- May 89
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Effectiveness; Administrator Qualifications; *Administrator Role; Elementary Secondary Education; Higher Education *Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; Teacher Role

Eleven graduate students from the geographic area near and around Southern New Mexico and West Texas, all seasoned professionals in education, all in leadership roles, have presented their approach to leadership. Three commonalities characterize their approaches as revealed by the 10 chapters of this document: (1) leaders must be empowered in order to be effective; (2) the study of leadership is based on the perspective of the work each leader performs professionally; and, (3) a professional dialogue, sharing discontinuities and continuities, prevails in the exercise of leadership. Chapter 1 focuses on the philosophical roots of effective leadership. Chapter 2 discusses the incongruities between leadership theory and the management of effective schools. Interpersonal competence and characteristics of effective leaders are examined in chapter 3. Chapter 4 centers on leader attitudes and his or her instructional role. Chapter 5 discusses the relationship between technology and leadership. Effective leadership in an ethnic setting and leadership in at-risk programs are the foci of chapters 6 and 7. Teacher evaluation and teachers as leaders are among the issues considered in chapters 8 and 9. Chapter 10 links group empowerment to the efficacious leader. (JAM)

ED 311 155 CE 052 391

Farrell, Edward J.
Workplace Mathematics. Modules 1 & 2. A Working Curriculum.
Finger Lakes Regional Education Center for Economic Development, Mount Morris, NY.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 89
AVAILABLE FROM- Finger Lakes Regional Education Center for Economic Development, 3501 County Road 20, Stanley, NY 14561 ($32.00).
NOTE- 354p.; For related documents, see CE 052 387-390.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Algebra; *Arithmetic; Blue Collar Occupations; *Corporate Education; Curriculum Guides; Fractions; *Geometry; Learning Activities; Learning Modules; Literacy Education; Mathematics Instruction; *Mathematics Skills; Number Concepts; Percentage; Ratios (Mathematics); Statistics
IDENTIFIERS- *Workplace Literacy
This curriculum for mathematics is designed as a teachable curriculum directed toward workplace needs. It is intended to be workplace specific and to move the learner toward a full 12th-grade level attainment. The two modules in this curriculum are further divided into modules dealing with specific topics. The first module, Basic Mathematics, consists of these seven parts: whole numbers, decimals, fractions, percents, measurement, ratio, and graphs and charts. The second module, Algebra 1, Geometry 1, & Statistics, has these seven parts: introduction to algebra, introduction to geometry, further development of algebra, ratio and proportion, further development of geometry, statistics, and the mathematics of linear equations. Each module is broken down into concepts, which are explained with examples and applications. Sources of drill and practice exercises are provided for each concept. (YLB)

ED 311 169 CE 053 013

Kassotakis, Michael
World Perspective Case Descriptions on Educational Programs for Adults
Greece.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 101p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Foreign Countries; Higher Education;
*Inservice Teacher Education; *Institutes (Training Programs);
*Professional Training; *Teacher Centers; *Teacher Improvement;
Teacher Workshops
IDENTIFIERS- *Greece
The case study contained in this document describes the Greek In-Service Training System (INST) for primary and secondary school teachers, critically analyzes INST's function, and delineates its future perspectives. The approach taken involves relating the INST to its socio-historical, -ideological, and -political context. An introduction announces this aim, defines terms, states the assumptions upon which the approach rests, explains the social, economic, and educational context, and describes the initial training of teachers. The next section describes in-service training for teachers, including post-initial education, the one-year in-service teacher training institutions, short in-service training courses and seminars, seminars and conferences organized by agencies other than the INST, school-focused in-service training, and proposed reforms. A section of critical comments is followed by a 22-item reference list. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 287 CE 053 380

American Conservation and Youth Service Corps Act of 1989. Hearing on S. 322 before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session (Hartford, Connecticut).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
PUB DATE- 25 Apr 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office U.S. Government Printing Office, Washington, DC 20402.
NOTE- 61p.; Document contains some small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Federal Programs; *Public Service; *Voluntary Agencies; *Volunteers; Young Adults
IDENTIFIERS- Congress 101st; *Connecticut; Proposed Legislation

Within this document are testimony and prepared statements delivered at a congressional subcommittee hearing in a Connecticut high school on a bill that would encourage volunteering by 15- to 26-year-olds by creating a National Youth Service Program. The bill is summarized within the document. The following individuals' presentations about how to encourage volunteering are included: (1) Senator Christopher J. Dodd (Connecticut); (2) Joyce Pennington, 10th grader at Bulkeley High School; (3) Richard Innaimo, Connecticut Conservation Corps; (4) Leslie Hamilton, Greater New Haven VISTA; (5) Laura M. Kirven, Hartford Foster Grandparent Program; (6) Norma Forman Glasgow, commissioner of Connecticut State Department of Higher Education; (7) Gene Marchand, chairman of Connecticut's Youth Action Committee; (8) Richard Couch, director of the Connecticut Conservation Corps; and (9) Deborah Walsh, executive director of the Volunteer Action Center for Capitol Region, Inc. (CML)

ED 311 349 CG 021 964

The School-Community Guidance Center: An Alternative for High-Risk Students. Final Technical Report 1988-89. Publication No. 88.25.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Aug 89
NOTE- 234p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; Counseling Services; *Delinquency; Delinquent Rehabilitation; Dropout Prevention; *High Risk Students; High School Students; Junior High School Students; *Nontraditional Education; *Program Effectiveness; School Counseling; Secondary Education; Suspension; Youth Problems

The School-Community Guidance Center (SCGC) program was established in November 1984 to serve high-risk Austin (Texas) Independent School District students removed from their home campuses for school disciplinary reasons, or by juvenile justice authorities for purposes of probation or judicial detention. Two project specialists are assigned to the alternative education program at Rice secondary school and one project specialist works at the Travis County Gardner House juvenile detention center. In school year 1988-89, total project enrollment was 1,027 students from grades 6 through 12. Project specialists assisted students to improve school attendance, improve academic performance, decrease disruptive behavior, decrease contact with the juvenile justice system, obtain vocational information, and develop good citizenship skills. An evaluation of the SCGC followed a holistic-inductive paradigm, based on naturalistic inquiry. Data gleaned from classroom observations, staff interviews, staff/student surveys, test results, and follow-up analyses were combined and sorted in order to describe and analyze various patterns. Twelve appendices making up the bulk of the document include: a program description; enrollment data; student characteristics; recidivism rate data; skills assessment results; descriptive information on Gardner House; annual project report to the Texas Education Agency; interview questions for project specialists; results of student and employee surveys; summer school information; and follow-up data on SCGC participants. (ABL)

ED 311 394 CS 009 609

Eppele, Ruth
Reading Material Selection: K-12. Focused Access to Selected Topics (FAST) Bibliography No. 30.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliotherapy; *Censorship; *Childrens Literature; Content Area Reading; Elementary Secondary Education; Instructional Materials; Language Arts; Learning Disabilities; Reading Materials; *Reading Material Selection; *Reading Programs; *Textbook Selection
IDENTIFIERS- Trade Books
This annotated bibliography contains 37 references on reading material selection dating from 1986-1989. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; and conflicting opinions regarding censorship bibliotherapy, and books for special needs populations. (MS)

ED 311 429 CS 211 937

Polumbaum, Judy
The Newspaper as Open System in Pursuit of Rational Norms.
PUB DATE- 13 Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coordination; Institutional Characteristics; Media Research; *Models; *Newspapers; *Organizational Change; Organizational Climate; *Organizational Theories; Organizations (Groups); *Research Needs
IDENTIFIERS- Media Analysis; Organizational Analysis; Organizational Research
This paper discusses the implications of James D. Thompson's generalized model of the organization model for organizational- and institutional-level analysis of the newspaper. The paper focuses on the following points of consideration and how they apply to newspapers: (1) organizations are open systems operating under norms of rationality; (2) the role of rationality and certainty as efforts to seal off the organization's technical core; and (3) access to resources and the flow of these resources through the organizational system. The paper argues that the newspaper industry is increasingly inclined to pursue rational norms and that structural adjustment within the newspaper to facilitate coordination among interdependent parts is inevitable. The paper proposes that this model can also serve as a source of insight and theoretical perspective for studies focusing on occupational groups and individuals in the newspaper organization, or even on the news product itself. Forty-eight references are attached. (KEH)

ED 311 459 CS 212 107

Levy, Barbara
Women, Wit, and Witchcraft: The Burden of Stereotypes. Working Paper No. 193.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 89
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Authors; Cultural Images; *Females; *Fiction; Humor; *Literary Criticism; Literary Genres; Role Perception; *Sex Stereotypes
IDENTIFIERS- Feminist Criticism; *Witchcraft; *Women in Literature; Womens Literature
This paper examines the negative stereotypes so long foisted on witty women and the move of contemporary witty women writers into a comic vision beyond the imposed connection of female wit to sly cleverness and witchcraft. To illustrate how the woman writer had to cope with a prejudice against and a fear of her wit, the paper considers three fictional cunning women: May, in Chaucer's "Merchant's Tale"; Scheherazade, in "The Arabian Nights"; and the goddess Diana, in a curious creation myth connected to the origin of witchcraft. The paper also explores the figure of the witch, an ominous figure lurking in the woman writer's psyche. The paper compares several women writers to witches in terms of wit with words, relationship to the community, and fear of persecution and ridicule. Twenty-six footnotes are included. (KEH)

ED 311 508 CS 506 836

Bolduc, William J.
The Mediated Delivery of Education: Can High-Tech Delivery Systems Effectively Serve Adult Learners?
PUB DATE- 11 Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Learning; Adult Programs; Adults; Distance Education; Educational Technology; *Educational Television; Higher Education; *Technological Advancement; *Telecourses; Television Teachers

Televised continuing education provides an opportunity for educational institutions to expand their borders, to gain new students and to meet the needs of prospective students unable to conform to the time and space demands of traditional education. As American society ages, increasing numbers of non-residential (non-campus) students are seeking access to formal instruction. To be effective, televised instruction must maintain the high standards of traditional academia and should be evaluated based on the needs of learners and the resources of the originating institution. Successful video instruction regardless of the specific medium, should be developed utilizing systematic instructional design methods and should be the result of a "team effort" by both education and production specialists. When effectively created, developed, and delivered, televised education provides an excellent tool for reaching and attracting adult learners as individuals, groups with similar interests, and as members of professions. (Seventeen references are attached.) (RS)

ED 311 524 EA 021 014

Clinchy, Evans; Kolb, Frances Arick, Ed.
Planning for Schools of Choice: Achieving Equity and Excellence. Book I: Rationale.
NETWORK, Inc., Andover, MA.
PUB DATE- Mar 89
AVAILABLE FROM- The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (Book I--identify number 436--$10.00, plus $2.50 shipping and handling).
NOTE- 38p.; A product of the New England Center for Equity Assistance.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Desegregation Methods; Elementary Secondary Education; *Free Choice Transfer Programs; *Open Enrollment *Participative Decision Making; School Based Management; *School Choice; *School Desegregation
IDENTIFIERS- *Massachusetts

Controlled choice is a method of desegregation that is voluntary, empowers parents and school staff, and leads to new and exciting school organization and curriculum. To move in the direction of controlled choice, substantial changes in present school organization and operation must be made. This planning guide, based upon the actual experiences of four Massachusetts school systems (Cambridge, Lowell, Worchester, and Fall River), has been prepared to assist local school systems in the exploration, development, and implementation of plans to achieve both desegregation and educational excellence through the introduction of controlled choice. Information is divided into four chapters: "The Case for Choice: Moving Towards Equity and Educational Excellence"; "Choice and Desegregation: Case Examples"; "Planning for Choice: Some Do's and Don'ts"; and "The Development of Choice Plans: An Overview." The introduction of school diversity through the controlled choice system will decentralize the educational decision making process and empower parents, teachers, and administrators to make decisions about the educational philosophy, the curriculum, and the internal organization of their individual school. In cases where desegregation is required, choices must be controlled by admission policies designed to ensure equal and fair integration among all district schools. The bibliography contains 26 references. (KM)

ED 311 570 EA 021 341

Clune, William H.
Research and Conclusions from Three Views of Curriculum Policy in the School Context: The School as Policy Mediator, Policy Critic and Policy Constructor.
Center for Policy Research in Education.; Center for Research on the Context of Secondary School Teaching.
PUB DATE- 7 Mar 89
NOTE- 17p.; A draft of this report was presented at the Joint Conference of the Center for Research on the Context of Secondary School Teaching and the Center for Policy Research in Education (East Lansing, MI, April 19-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Research; *Educational Policy; Graduation Requirements; High Schools; *Instructional Development; *Policy Formation; School Policy; State Surveys
The Center for Policy Research in Education (CPRE) studied the background, implementation, and effects of curriculum policies, including graduation requirements, student testing, curriculum controls, and indicators. This document examines the findings about curriculum policy in the school context. A total of 188 interviews were conducted at the state level in six states and 524 interviews in 59 local schools within those states. This paper concentrates on curriculum policy in high schools. The paper discusses three perspectives of curriculum policy in the school context: (1) the school as mediator of policy outcomes; (2) the school as policy critic; and (3) the school as policy constructor. Next, a methodological discussion of curriculum policy analysis is presented, followed by reasons why the perspectives of policy and school context are likely to be different. The lessons learned from the school as policy mediator, policy critic, and policy constructor all point in a similar direction: schools and teachers must be actively engaged in the exercise of constructing a high quality curriculum for their students; some types of curriculum policy have the potential for increasing stratification and thus lowering the overall quality of instruction; and schools and teachers have their own perspectives on curriculum policy. (32 references) (SI)

ED 311 199 CE 053 125

Essential Learning Skills in Vocational Technical Education.
Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Course Content; Critical Thinking; Educational
Improvement; Listening Skills; Mathematics; *Minimum Competencies;
Reading Skills; Secondary Education; Speech Skills; Study Skills;
*Vocational Education; Writing Skills
IDENTIFIERS- *Oregon

This document provides basic skill performance expectations for all Oregon students by the end of grade 11 to be incorporated into 15 vocational programs. (Exceptions are that in technology education, the skills identified are only for grade 8; in home economics, the identified skills are for grades 8 and 11.) The skills, which are in reading, writing, speaking, listening, mathematics, reasoning, and study skills, were selected by educators throughout the state. A skill-by-program matrix illustrates which programs incorporate each skill and at what levels. The skills appear on the matrix in seven categories (symbol systems; interpret literal meanings; interpret implied meanings; evaluate content; generate ideas; reasoning skills; and manage personal habits). The vocational programs involved are accounting; agriculture; child care services; construction; electronic technology; food service; forestry; health occupations; home economics hospitality, tourism, and recreation; marketing; mechanical technology metals manufacturing; office systems; and technology education. One of the following levels of incorporation is indicated in each cell of the matrix: (1) the skill is taught and tested; (2) the skill is reinforce and tested; (3) the skill is reinforced but not tested; and (4) the skill is neither taught nor tested. The document directs Oregon local school districts to show progress toward implementation by September 1990 and to have identified essential learning skills for all programs by September 1991. (CML)

ED 311 213 CE 053 196

Schwarz, Catherine E.
Remembering "The Forgotten Half." A Teacher Urges Realistic Curriculum Reform.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Curriculum Development; *Educational Improvement; Educational Needs; *Education Work Relationship; Foreign Countries; *General Education; High Schools; *High School Students; *Noncollege Bound Students; Technical Education; Vocational Education
IDENTIFIERS- West Germany

Although more than one-half of U.S. high school graduates do not go on to college, the high school curriculum fails to meet the needs of this "forgotten half." Curriculum reformers have focused on strengthening the curriculum; however, most of their suggestions are appropriate only for those in the college preparatory curriculum. The students who are not going to college (and are not receiving special help as "at-risk" students) tend to be bored and forgotten as they pursue irrelevant and watered-down academic curriculum. What is needed is a new approach that will meet the needs of these students, as well as the needs of the work force for educated workers. Other countries accomplish this task better than the United States. West Germany, for example, has a system of academic education for a small percentage of high school students, with cooperative technical education or vocational training in conjunction with employers for the majority of 16- to 19-year-olds. Reforming the curriculum with such a realistic idea in mind would make high school much more profitable for the majority of students and provide educated workers for the future. (KC)

ED 311 302 CE 053 417

Report of a Survey of Texas Adult Education Cooperative Directors.
Texas A and M Univ., College Station. Texas Center for Adult Literacy and Learning.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 16 Oct 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; Basic Skills; Cooperative Programs; Educational Technology; Functional Literacy; Instructional Materials; *Literacy Education; *Program Descriptions; Student Characteristics; Teacher Distribution; Teacher Education; Teaching Conditions; Teaching Experience
IDENTIFIERS- *Texas

A mail survey of the directors of Texas adult education cooperatives conducted in 1989 was intended to describe adult education programs in the state to aid in the planning and development of teacher training materials. Forty-two of the 63 directors completed all or part of the survey questionnaire. Among the results were the following: (1) 70 percent of the classes were located in a public school, 19 percent were in learning centers, and 12 percent were in churches; (2) 77 percent of the paid teachers were female and 23 percent were male; (3) the majority of paid teachers in 76 percent of the programs held college degrees and were certified teachers; (4) 56 percent of the adult students were female; (5) 49 percent of the students were Hispanic, 32 percent were Anglo, 14 percent were Black, 2 percent were Asian, and 2 percent were Native American; (6) the most common teaching methods involved the use of commercially produced materials; (7) less than half the teachers had access to audiovisual equipment; (8) only 18 percent of students used computer-aided instruction; (9) standard written and oral assessment tools and informal student assessment tools were used for student placement in classes; and (10) instructional methods included phonics, sight words, language experience, peer tutoring, Laubach methods, and Literary Volunteers of America methods. (CML)

ED 311 317 CG 021 930

Griffin, James A.; And Others
Age and Sex Differences in the Treated Incidence of DSM-III Child and Adolescent Psychiatric Disorders.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; *Children; *Incidence; *Mental Disorders; Patients; *Sex Differences
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders
In recent years notable advances have been made in the classification of child and adolescent psychopathology. The Diagnostic and Statistical Manual of Mental Disorders - III (DSM-III) has introduced a number of new diagnostic categories for child and adolescent disorders, yet little is known about how these new diagnostic categories are actually being used in treatment settings, or how the characteristics of the treatment populations compare to those of epidemiological samples drawn from the general population. In this study age and sex differences in the use of DSM-III child and adolescent diagnostic categories were examined within two types of treatment settings, inpatient and outpatient. Subjects were inpatients (N=899) and outpatients (N=687) ranging in age from 5 to 18 years. The results were similar to DSM-II in that a wide variety of DSM-III categories were represented in the sample and age and sex differences were identified in the distribution of these disorders. However, a more detailed analysis of the trends revealed that sex differences generally did not vary across age groups or treatment populations, whereas age trends differed for inpatient and outpatient populations. Thus, important similarities and differences between the two samples were revealed only when the interactions of age, sex, and treatment population were analyzed using categorical data modeling procedures. (ABL)

ED 311 364 CG 021 979

Profile of State HIV/AIDS Education Survey Results 1988-1989.
Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; *Health Education; Longitudinal Studies; Prevention; *State Programs

In December 1988 the Council of Chief State School Officers (CCSSO) surveyed state human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) education programs. The purposes of the survey were to collect information on the characteristics of state programs using a standard set of questions and to determine trends in state HIV/AIDS programs by comparing the data to results from 1987. The results indicated that 41 states had a curriculum guide for HIV/AIDS education, an increase of 13 states over the previous year. As more states developed state curriculum or guidelines for HIV/AIDS education, the critical topics were being covered in an increasing proportion of states. One or more programs addressing needs of high risk youth were identified by 24 states. All of the states provided some training on HIV/AIDS education. Among the states that reported on the percent of districts per state providing HIV/AIDS education, the percentages varied from 11 to 100 percent. (Results of the survey are presented in tables on these topics: state HIV/AIDS education law or policy; state funds appropriated for HIV/AIDS education; state curriculum or guide for HIV/AIDS education; topics covered in state curriculum or curriculum guide; HIV/AIDS education for youth at highest risk of contracting HIV/AIDS; HIV/AIDS education for out-of-school youth; training on HIV/AIDS education; number of local personnel trained in HIV/AIDS education; and data on HIV/AIDS education. (ABL)

ED 311 379 CG 021 994

Alaska School Counseling Program Guide. Working Document.
South East Regional Resource Center, Juneau, Alaska.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 91p.; Document developed by a Statewide Task Force of School Counselors and School Counseling coordinators.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Counseling Services; *Curriculum Development; Elementary Secondary Education; *Program Evaluation; *School Counseling; School Counselors; Student Needs
IDENTIFIERS- *Alaska

The primary purpose of this program guide is to help school districts deal directly with these issues: (1) lack of school counseling program efforts that reach 100 percent of the student population; (2) lack of a programmatic approach to school counseling; (3) lack of accountability; (4) overabundance of non-counseling tasks that lead to counselor ineffectiveness; and (5) lack of student competencies to address student needs. The first section of the document outlines the benefits of school counseling programs for students, parents, teachers, administrators, local boards of education, business, industry, labor, and counseling personnel. The second section discusses structural components and program components of school counseling programs. The structural components include program definition and philosophy; advisory council; budget; counseling program facilities; counseling resources; and staffing patterns. The program components include counseling curriculum, individual student planning, and system support. The third section discusses implementation of counseling programs and includes a schedule description. The final section discusses personnel, program, and student outcome evaluations. Included in the 10-part appendix are a counseling curriculum guide, a competency statement list, a needs assessment table, sample job descriptions, sample evaluation forms, and a multicultural counseling position statement. (ABL)

ED 311 411 CS 009 801

Sandel, Lenore
Prizing Books through Book Prizes.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Independent Reading; Inservice Teacher Education; *Literature Appreciation; Preservice Teacher Education; Reading Instruction
IDENTIFIERS- Contests
If children's satisfaction in and through books is not diminished by reading instructional practice or lack of reading proficiency, and if the thrust of reading enjoyment adds momentum to the instructional program, it is indeed within the realm of teacher expectation, of possibility and plausibility, that book awards for progress or achievement will be prized by the student winners. A 1928 Horn Book contest for book notes illustrates how important books and reading were then to some young people. The responses of students gathered at the conclusion of a course in Children's Literature document the need for preservice and inservice education to help teachers learn how to help their students to value both the reading and ownership of books. (RS)

ED 311 183 CE 053 027

Al Rasheed, Mohammed A.; Al Sunbul, A.
World Perspective Case Descriptions on Educational Programs for Adults
Saudi Arabia.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 104p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Case Studies; Foreign
Countries; *Government Role; *Illiteracy; *Literacy Education
IDENTIFIERS- *Saudi Arabia
The case description of an adult education program in Saudi Arabia
contained in this document is part of a set that reflects a cooperativ
effort by adult educators to increase international understanding of
various educational programs for adults in their societal context. A
face sheet provides this information: name, organization, and address
of the person who prepared the case description; program name or title
type of program; type of organization with which the case program is
associated; and basic characteristics of service. The case description
entitled Illiteracy Eradication and Adult Education, discusses the
Arabian government's first 5-year plan for the eradication of
illiteracy (1970-1976) and the first half of a 20-year plan
(1975-1985). In addition to the case description, this document
includes information on the World Perspective case study project,
indexes of all cases by country and by category, and guidelines for
contributors. (YLB)

ED 311 228 CE 053 224

Seitchik, Adam; Zornitsky, Jeffrey
From One Job to the Next. Worker Adjustment in a Changing Labor Market
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
PUB DATE- 89
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (Hardcover: $16.95, ISBN-0-88099-078-3; paperback: $9.95).
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Dislocated Workers; Economic Change; *Employment Opportunities; Employment Problems; *Employment Projections; Labor Economics; Labor Market; *Policy Formation; *Program Development; Public Policy; *Structural Unemployment

This four-chapter book explains how the structure of job opportunities in the United States has changed over the past 20 years as the economy has changed from goods production to service employment; it links such changes to the issues of displacement policy and worker mobility. It is intended to contribute to the formation of policies and programs designed to help workers adjust to economic change. The first chapter outlines changes in the structure of job opportunities and assesses their effect on the post-layoff adjustment process of displaced workers and policies to facilitate it. Chapter 2 focuses on how the structure of job opportunities in the United States has changed in the recent past, explaining the issues and problems these changes may pose for successful worker adjustment. Analysis was made through data supplied by the March Work Experience Supplements to the Current Population Survey (CPS). Chapter 3 assesses the manner in which displaced workers have responded to changes in the structure of jobs and the implications that emerge for program policy. Data used were obtained from the January 1986 Dislocated Worker Supplement to the CPS. The final chapter draws together the conclusions from the analyses to identify the major challenges faced by programs and policies designed to facilitate worker adjustment to economic change. It discusses realistic policy goals and their implications for program strategy. Forty-two tables, extensive notes, and an index are provided. (KC)

ED 311 258 CE 053 266

Mohapatra, Manindra K.; And Others
State Administrators in Kentucky. A Study of Their Professional Socialization, Public Service Values and Political Orientations.
Kentucky State Univ., Frankfort.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 77p.; Research report prepared for the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 30-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Government Employees; Higher Education; Political Attitudes; *Professional Continuing Education; *Public Service; Public Service Occupations; Socialization; *State Government; *Values
IDENTIFIERS- *Kentucky
A study was conducted of professional socialization, public service values, and political orientations of the state administrators in Kentucky. A sample of 3,000 Kentucky public managers was mailed a six-page self-administered questionnaire in three waves. A response rate of 49 percent generated 1,467 usable questionnaires. About 69 percent of the respondents were males, 96 percent were white, and 70 percent had college degrees. Preliminary findings included the following: (1) a majority of the respondents agreed that effective public administrators should have college degrees, have some training in public administration, and should be members of professional organizations; (2) about 40 percent of the respondents were members of professional organizations, read professional journals, and participated in conferences, whereas a much smaller percentage were actually involved in continuing professional education activities; (3) an overwhelming majority of the respondents shared certain public service values, such as quality of service to the public, equal employment opportunity, and responsiveness to public opinion; and (4) a majority of responding administrators were sensitive to the political ecology of public administration and were supportive of the ombudsman role of elected officials on behalf of their constituents. (Report includes 19 tables, the questionnaire, agenda of a management awareness workshop, sample of a management newsletter, and a 182-item bibliography.) (KC)

ED 311 272 CE 053 297

Mechanical Systems. Competency Statements/Objectives and Reference Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 89
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; Air Conditioning Equipment; Air Flow; Behavioral Objectives; Building Trades; Competence; *Competency Based Education; *Construction (Process); Course Content; Educational Resources; Electricity; *Electromechanical Technology; Employment Opportunities; Heating; High Schools; Mechanical Equipment; *Mechanics (Process); Occupational Information; Plumbing; Repair; Sanitary Facilities; State Curriculum Guides; Trade and Industrial Education; Ventilation; Welding
IDENTIFIERS- *North Carolina

This curriculum guide provides competency statements/objectives for an 11th- to 12th-grade trade and industrial education course in mechanical systems. The first half of the guide consists of competency statements for the 53 units of the curriculum. Each competency statement consists of a terminal objective and specific objectives for each unit, referenced to the core and supplementary curriculum and to a sequence reference number. Topics covered by the units include history and development, job opportunities, safety, tools, measuring, tubing, pipe, welding, soldering, refrigeration, electricity, wiring, job application, customer relations, heating systems, cooling systems, blueprints, drafting, building and plumbing codes, drainage systems, water systems, business meetings, and social involvement. The second half of the guide consists of 53 competency goals for each skill/subject area, related to objectives and correlated with evaluation measures and references. A bibliography of the references used in the competency lists is included in the guide. (KC)

ED 311 334 CG 021 948

Vidal, John A.
Student Suicide: A Guide for Intervention.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0244-X, $7.95).
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adolescents; *Counseling Services; Elementary Secondary Education; Incidence; Intervention; Prevention; *Responses; School Counseling; *School Role; *Suicide; Youth Problems
IDENTIFIERS- *Adolescent Suicide
This monograph provides teachers, counselors, administrators, and other school staff members with a simple and practical guide to becoming "response-ready" when dealing with suicide. The first chapter discusses the fact that self-destructive behaviors are prevalent in students which affect their willingness to learn and the increasing incidences of adolescent drinking, motor vehicle accidents, marijuana use, pregnancy, abuse, truancy, and suicide are discussed. The second chapter discusses the role of schools in suicide prevention, including in loco parentis, the Kelson case which held that parents of a child who committed suicide could take action against the school, handling o potential suicide cases, limitations of the school's role, and components of a suicide intervention program. The third chapter discusses the crisis team approach focusing on who should be involved, crisis team responsibilities, and other approaches. The fourth chapter describes a contingency plan of a public high school. The fifth chapte lists 12 mistakes to avoid. The sixth chapter lists 10 ways teachers can help in student suicide prevention. The appendix includes material from other publications on suicide myths, prevention, and intervention References and a bibliography are included. (ABL)

ED 311 445 CS 212 084

Teel, Leonard Ray
The Voice of the "World": The Early Career of Frank Marshall Davis, 1931-34.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Black Achievement; Black Businesses; *Black Institutions; *Editors; Journalism History; *Newspapers
IDENTIFIERS- *Atlanta World; *Davis (Frank Marshall); Gatekeeper Role; Journalism Research; Journalists
During the 1930s, the "Atlanta World" was the nation's only black-owned daily newspaper. For a generation, the glamour of writing for the "World" attracted young journalists who aspired to edit or write for a daily. Beyond that, the "World" was the powerhouse of its own syndicate of 50 black-owned semi-weeklies and weeklies west to Iowa and north to Ohio. Legendary among the journalists whose careers in the black press started at the "World" was Frank Marshall Davis, later esteemed as a poet of black protest. As managing editor of the "World," he helped establish and maintain the daily edition, which began in March 1932. From 1931-34, Marshall made the gatekeeper decisions concerning news coverage and articulated the "World's" editorial voice, expressing what he called social realism on behalf of social, political and economic justice for blacks. (Fifty-five notes are included.) (Author)

ED 311 476 CS 506 677

Clogston, John S.
A Theoretical Framework for Studying Media Portrayal of Persons with Disabilities.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Literature Reviews; *Mass Media Effects; *Media Research; *Minority Groups; *Models; *Physical Disabilities
IDENTIFIERS- Media Coverage
Arguing that little research has been done on media portrayals of persons with disabilities, this paper reviews mass communication content studies of media portrayal of women and blacks in terms of deviance and minority group theories, and also reviews studies of media treatment of persons with disabilities from the rehabilitation and education literature. The review reveals that few content studies of these groups are theoretically based. Most answer research questions or test hypotheses which are quasi-theoretical or based on no explicit theory at all; in addition, virtually none of the studies of media portrayals of persons with disabilities comes from researchers in the field of mass communication. The paper concludes with an agenda for research of media portrayal of persons with disabilities based on the theoretical models presented. (Nine pages of references are attached.) (Author/RS)

:ED 311 540 EA 021 303

Shaughnessy, Mary Angela
School Handbooks: Some Legal Considerations.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Publications, National Catholic Education Association, 1077 30th Street NW, Suite 100, Washington, DC 20007-3852 ($8.00).
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Boards of Education; *Catholic Schools; *Compliance (Legal); Elementary Education; *Faculty; Federal Regulation; *Government School Relationship; *Guides; Private Education; *School Law; State Legislation; Students; Teachers

Questions arise as to what should be placed in handbooks for student and parents, for teachers, and for school board members. These questions are addressed within the framework of how state and federal laws and regulations affect Catholic (private) schools. The first chapter provides an introduction to the laws affecting the administration of Catholic schools. The following three chapters, whic deal respectively with handbooks for faculty, parents/students, and members of boards of education, contain lists of items that should be in such handbooks, discuss the legal implications of what is said abou each item, and provide suggestions on wording that might be used. A glossary of terms, a 38-item bibliography, and an index conclude the book. (SI)

ED 311 555 EA 021 326

Reed, Donald B.; Johnson-Howard, Debra
Political Change in a School District Leading to Cultural Change in a High School.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Environment; Educational Policy; High Schools; *Organizational Climate; *Politics of Education; *School Business Relationship; *School Community Relationship

To construct the outlines of a theoretical model relating contextual political change in a school district to cultural organizational change in a school within the district, a political change in a specific school district and the resultant cultural change in one of the district's high schools were analyzed. The school district, chosen to ensure a level of generalizability, had a student enrollment of about 10,000, had two high schools whose student enrollments were 1,000 and 1 200, respectively, and had experienced important political changes between 1977 and 1985 as increasing suburbanization occurred. Retrospective methods associated with the Dissatisfaction Theory of Democracy were used to collect data regarding the political change within the district, and traditional qualitative field methods were utilized to collect data concerning the cultural change of the high school. Theoretically, policy changes based on changed community member values do have an impact on individual school culture. The analysis showed that the in-migration of new business, industry, and families that transformed the community values drove important political changes within the school board that led to the appointment of a new superintendent and to policy changes that affected individual schools within the district. (8 references) (KM)

ED 311 156 CE 052 473

Pre-Vocational Staff Development. Viewpoints of Providers and Clients.
Further Education Unit, London (England).
PUB DATE- Dec 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational Attitudes; Foreign Countries; *General Education; Higher Education; *Prevocational Education; *Staff Development; Standards; Teacher Attitudes
IDENTIFIERS- Local Education Authorities (United Kingdom); United Kingdom

A study was conducted at the Thames Polytechnic's research and development unit at Garnett, England, to: (1) investigate the views of respondents regarding their educational approach to prevocationalism and staff development; and (2) identify viewpoints that were shared both within and between the provider and the client groups (and by implication, those which were not). Four perspectives derived from the literature of prevocationalism were used to guide the study. These were provisionally labeled the prevocational, the liberal educational, the radical, and the training perspective. The research sought to assess and refine this framework as a way of describing understandings of prevocationalism. Fifty providers of staff development opportunities located in colleges, universities, accredited training centers, polytechnics and local education authorities were interviewed. At a later stage, prevocational coordinators based in schools and colleges--clients of the staff development providers--were invited to complete a questionnaire. The major findings of the study indicated that providers strongly support prevocationalism, seeing it as an extension of, rather than an enemy to, liberal education. However, the degree of agreement among all providers on a broadly liberal-vocational standpoint was considerable. The client group as a whole supported many of the views taken by the majority of providers. However, in general they were less happy to see their teaching subject as a prevocational staff development starting point, less interested in the certification of staff development, and more likely to see the arts as marginalized in prevocational education. (NLL)

ED 311 244 CE 053 249

Donahue, John D.
Prisons for Profit: Public Justice, Private Interests.
Economic Policy Inst., Washington, DC.
PUB DATE- 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036 ($4.00).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Bids; *Competition; Contracts; *Correctional Institutions; Cost Effectiveness; *Entrepreneurship; Prisoners; *Private Agencies; *Public Administration
IDENTIFIERS- *Privatization

This paper examines several aspects of the private prison debate: (1) How much scope is there for improving the technical and economic efficiency of incarceration through contracting-out to private prison entrepreneurs? (2) Will a fully developed corrections industry be sufficiently competitive to ensure that any efficiency gains are passed on to the taxpayers? and (3) Would contracting-out for prison management create the opportunity for private firms to exercise influence, illegitimately and inefficiently, over public decisions about corrections? This assessment yields the following major conclusions: (1) neither theory nor the limited data that exist suggest that the task of incarceration is very well suited to the advantages offered by profit-seeking organizations--chiefly, cost consciousness and an aptitude for innovation; (2) there are serious structural barriers to genuine competition for prison management contracts; (3) in general, the enterprise of incarcerating people has relatively little scope for technical progress in trimming costs; (4) even if private-prison corporations succeed in cutting costs, there is unlikely to be sufficient competition in any given community to ensure that the savings result in diminished government budgets for corrections; (5) there is a substantial likelihood that government contracts with prison corporations will fully protect neither the interests of the public nor the prison inmates; (6) although private prisons might not be as unaccountable or inhumane as some critics have predicted, neither do they offer anywhere near the advantages promoted by their advocates and agents; (7) incarceration today remains a symbolically potent public function; and (8) dismissing widespread uneasiness among policymakers about introducing profits into punishment and corrections requires far more compelling practical advantages than private prisons are likely to deliver. Six pages of notes are included at the end of the paper. (NLL)

ED 311 288 CE 053 381

Hearings on the Issue of National Service. Joint Hearings before the Subcommittees on Elementary, Secondary, and Vocational Education; Postsecondary Education; Human Resources; Select Education; and Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (March 15, April 19, and June 28, 1989).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office U.S. Government Printing Office, Washington, DC 20402.
NOTE- 541p.; Serial No. 101-30. Document contains some small, light type.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; Disadvantaged Youth; Federal Aid; *Federal Legislation; *Federal Programs; Hearings; *Job Training; Postsecondary Education; *Public Service; Secondary Education; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- Congress 101st; *National Service

This document reports the testimony and prepared statements of witnesses at two Congressional hearings on the issue of national service. Witnesses included representatives to Congress from Michigan, Connecticut, Oklahoma, Maryland, and California; directors of state voluntary agencies; chief administrators of colleges and universities; volunteers; students; and guidance officials. Testimony centered on the possibility of passing legislation to create a National Service organization that would enable young people, especially disadvantaged youth, to serve their country as volunteers while learning skills and earning a chance for further training and education. Concerns of some witnesses centered on whether such legislation would replace student aid and thereby jeopardize college funding, and whether a large bureaucracy would be created, while individual youth efforts are already in place and are more effective. Others were supportive of the broad idea but cautious about the wording and implementation of such legislation. (KC)

ED 311 395 CS 009 696

Graff, Harvey J.
The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society.
PUB DATE- 87
AVAILABLE FROM- Indiana University Press, Tenth and Morton Streets, Bloomington, IN 47405 ($57.50).
NOTE- 493p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cultural Context; *Educational History; *Educational Practices; *Educational Trends; *Literacy; Literacy Education; Literature Reviews; Western Civilization
IDENTIFIERS- Literacy as a Social Process; *Revisionism

Arguing that the subject of literacy is immense and complex, this book contends that literacy is a subject with continuities and contradictions at its very core and that literacy can be understood only in its historical and societal contexts. Since the book is a critical, selective synthesis of a vast amount of research, the notes appended are mostly illustrative. Chapter titles include: (1) "The Origins of Western Literacy"; (2) "The Light of Literacy in the 'Dark Ages'"; (3) "New Lights of Literacy and Learning: From the Tenth-Eleventh to the Thirteenth Centuries"; (4) Ends and Beginnings: The Fourteenth and Fifteenth Centuries"; (5) "Print, Protest, and the People"; (6) "Toward Enlightenment/Toward Modernity: 1660-1780"; (7) "The Nineteenth-Century Origins of Our Times"; and (8) "Epilogue: Toda and Tomorrow: Revisioning Literacy." (RS)

ED 311 412 CS 009 802

Sandel, Lenore
Another Look at Mother Goose: Prior Knowledge or Endangered Species.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Cloze Procedure; Educational Research; Higher Education; Primary Education; Prior Learning; Surveys
IDENTIFIERS- *Mother Goose; Nursery Rhymes
Arguing that Mother Goose is becoming an endangered species, this paper reports on the results of an informal survey of undergraduate a graduate students enrolled in a children's literature course. The survey results reported in the paper indicated that some students were able to complete a cloze-type Mother Goose couplet, but others audibly expressed frustration in recalling the words, expressed total unfamiliarity with the selections, or relied on rhyme to complete the couplet. The paper concludes with 10 suggestions to teachers for preserving the endangered familiarity with Mother Goose and to ensure students' listening and subsequent reading pleasure and understanding. The cloze-type test is attached. (RS)

ED 311 430 CS 211 938

Schillinger, Elisabeth
A Dynamic Theory of World Press Motivation: An Integrative Model.
PUB DATE- Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Foreign Countries; *Global Approach; Ideology; Journalism History; Media Research; *Models; *News Media
IDENTIFIERS- Global Studies; *Media Government Relationship; New World Information Order

Addressing the dynamic and integrative nature of the world's press systems, this paper presents a comprehensive press theory and accompanying model. Three "primary motives"--survival, ideology, and market--are posited as determinants of press systems, using the nation state as the unit of analysis. The premises of the paper are: (1) press behavior and values are determined and identified as primary motives which are shared by society, government, and other national institutions; (2) nations and their press systems subscribe to three primary vocabularies of motive, one of which predominates at any given time; and (3) nations and their press systems vacillate continually from one prevailing primary motive in the direction of one or both of the other two. A triangle of motives is employed to illustrate how press dynamism may be conceptualized. Characteristics for press systems driven by each primary motive are cited and illustrated by case summaries. Eight figures are included; 31 references and a table listing characteristics of press systems are attached. (Author/RS)

ED 311 460 CS 212 108

Darnall, Sherry L.
How To Tap into Writing.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Issues in Education Research Colloquia (Murray, KY, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Journal Writing; Prewriting; Reading Writing Relationship; *Writing (Composition); Writing Across the Curriculum; Writing Apprehension; *Writing Readiness; *Writing Research
IDENTIFIERS- Collins (Marva); *Writing Attitudes; Writing Contexts
A research review examined approaches on how to tap into writing so that students will be motivated to want to express their thoughts on paper. In addition, interviews were conducted with a well known principal and teacher of an inner city school in Chicago, Illinois and with a professor of writing at Murray State University in Kentucky. A writing questionnaire was also given to five fourth- and fifth-grade teachers. Findings suggest that writing can and should begin at an earlier age, while the child is fresh with many ideas. Also, the teaching of writing is important in the public schools, and as such, teachers should try many different learning experiences and teaching methods to encourage students to write. (The summaries of two interviews and the writing questionnaire with results are included; a 15-item bibliography is attached.) (KEH)

ED 311 492 CS 506 797

Lacy, Stephen; Fico, Frederick
Financial Commitment, Newspaper Quality and Circulation: Testing an Economic Model of Direct Newspaper Competition.
PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Content Analysis; *Economic Factors; Investment; *Journalism; Media Research; Models; *Newspapers
IDENTIFIERS- Journalism Research; *Newspaper Circulation; Organizational Research
To explore the theoretical relation of newspaper competition to overall news quality, a study used a model of newspaper competition based on economic assumptions to investigate whether the product quality of a newspaper is positively related to the financial expenditure on it, and whether newspaper circulation is positively related to quality. Data was reanalyzed from a content analysis of 114 newspapers (including 72 monopoly, 21 competitive, and 21 joint-operating-agreement newspapers) from a constructed week in November 1984. Findings showed statistically significant support for the relationship between financial commitment and quality, though not as strong as expected. Support for the relationship between news quality and circulation was strong, with quality accounting for a fairly large proportion of variance in circulation. These results suggest that competition makes better newspapers through financial commitment and that better newspapers sell more copies as a general rule. (One table of data and 32 endnotes are included.) (SR)

ED 311 509 CS 506 839

Braddlee
Death in Miami: AIDS, Gender, and Representation.
PUB DATE- 26 May 89
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Commercial Television; Cultural Context; *Homosexuality; *Mass Media Role; Stereotypes; Television Research
IDENTIFIERS- *Miami Vice (Television Series); Prime Time Television; Television Criticism
In "God's Work," an episode of the "Miami Vice" television series in which a gay character comes home to reunite with a childhood friend and ex-lover who is dying of AIDS, the show is at odds with itself over the issue of sexuality and AIDS. At one level, that of the "coming-out" story of the main character, it presents the gay character in a positive light, and sets him up for a positive reception through a number of narrative and gender-related codes. In contrast, through its use of production related codes, it presents his relationship as incomplete, and his sexuality as a prison, with the final moral message being that the price of virtue is solitude. These same production codes present persons with AIDS as being stigmatized aliens who cannot be approached closer than at arm's length, while at the same time arguing through the narrative for sympathy and understanding for persons with AIDS. (Seventeen references are attached.) (RS)

ED 311 170 CE 053 014

Mak, Grace
World Perspective Case Descriptions on Educational Programs for Adults
Hong Kong.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 89p.; This series includes thirty-two documents (CE 053-003-034)
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies;
Developing Nations; *Disadvantaged; Educational Facilities; Foreign
Countries; Functional Literacy; *Literacy Education; *Program
Implementation; Student Motivation; Student Recruitment
IDENTIFIERS- *Hong Kong
Adult basic education (ABE) in Hong Kong includes mostly basic Chinese, but also some arithmetic and English. The emphasis is on teaching learners life skills. Both government-run programs and partially government-subsidized programs run by voluntary agencies suc as Caritas and the YMCA are common. A case study was made of the Caritas ABE Centre in Sau Mau Ping, Hong Kong, a low-income neighborhood with a high population density, during 1985-86. In the Caritas program, a Chinese primer compiled by the principal provides a curricular framework. In addition, each teacher uses supplementary materials, such as a subway map, newspaper clippings, and oral news. Writing is taught by having learners copy paragraphs written on the blackboard by teachers. Audiovisual equipment occasionally is used. Th principal of the Sau Mau Ping Centre is the chief developer of the program. The major areas that need improvement are teaching materials and staff development, and funding is a continuing problem. Students are recruited through pamphlets, newspaper and radio advertisements, and personal contact. The program has been successful in enabling learners to become functionally literate, but it has far too few resources and little government support for its larger goal of eradicating illiteracy. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

ED 311 184 CE 053 028

Thang, Per Olof; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Sweden.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 154p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Programs; Case Studies; *Corporate Education; *Distance Education; *Folk Schools; Foreign Countries; Higher Education; Job Training
IDENTIFIERS- Study Circles; *Sweden

The six case descriptions of adult education programs in Sweden contained in this document are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The six case descriptions are Basic Education for Adults (Thang); Distance Education at University Level (Willen); Perspective on Municipal Adult Education (Hoghielm); Corporate Classrooms (Abrahamsson); Labor Market Training (Thang); and Popular Education (Arvidsson). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

ED 311 200 CE 053 126

Is Oregon's Future at Risk? A Profile of Oregon's Youth...
Oregon State Dept. of Human Resources, Salem.
PUB DATE- Mar 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Child Abuse; Delinquency; *Demography; *Disadvantaged; Dropout Prevention; Dropouts; Drug Abuse; High Risk Persons; *Poverty; Secondary Education; Statewide Planning; *Young Adults
IDENTIFIERS- *Oregon

This publication focuses on the youth-at-risk problems of young people who are not successfully making the transition to adulthood in Oregon. It provides information needed by the state's educational, government, and religious leaders, as well as parents, employers, and youth. In 26 tables and graphs, the report provides information on population, demographics, family income, family composition, dual-employed parents, poverty, education, employment, health, and a variety of social issues that play a significant role in Oregon's future. Some of the statistics highlighted by the report are the following: (1) 216,000 Oregonians under the age of 22 are economically disadvantaged; (2) more than 10 percent of Oregon youth under age 18 needed mental health services in 1987; (3) 29 percent of high school students in the state drop out; (4) Oregon high school juniors use drugs more frequently than high school seniors nationally; (5) one of 13 teenagers became pregnant and one of 22 gave birth in 1987; and (6) suicide is the second leading cause of death for 15- to 24-year-olds. (KC)

ED 311 214 CE 053 198

Handbook for Instructors and Advisory Committee Members.
Oklahoma State Council for Vocational Education, Oklahoma City.
PUB DATE- Jan 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Advisory Committees; *Educational Planning; Needs Assessment; *Parliamentary Procedures; Policy Formation; Postsecondary Education; *Program Implementation; Questionnaires; Secondary Education; *Vocational Education
IDENTIFIERS- Oklahoma

This guide was prepared to aid school system vocational education advisory committee members and instructors in fulfilling their roles and responsibilities. The booklet covers the following topics: purposes and role of the advisory committee; advisory committee rationale; organizational goals; responsibilities of advisory committee members; membership; terms of membership; advisory committee officers; vocational instructors' roles with the committee; and committee function. Eight appendixes contain samples of goals and objectives; program of work; agenda for first meeting; agenda for advisory committee meeting; committee minutes; letter to send with questionnaire industry questionnaire; and annual evaluation of program by advisory committee. (KC)

ED 311 303 CE 053 421

Vaughan, Roger J.
New Limits to Growth. Economic Transformation and Occupational Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-016: $5.50).
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Economic Change; Economic Opportunities; *Education Work Relationship; *Emerging Occupations; *Entrepreneurship; *Human Capital; International Trade; *Job Skills; *Labor Force Development; Quality of Life; Technological Advancement; *Vocational Education

The roles played by occupational education in the U.S. economy are changing. Because of the growing demand for and shrinking supply of skilled workers, economic success--of the nation and of individual members of the work force--is increasingly tied to educational and occupational attainments. Unless the nation increases its investment in educating and training noncollege-bound students, it faces two grave risks: overall economic growth will slow and unskilled workers will suffer diminishing economic prospects. The nation's economic success in the coming decades will depend on how well it meets, with investments in human capital in the classroom or on the job, the following imperatives that are raising the demand for skilled workers: (1) the technological imperative; (2) the trade expansion imperative; and (3) the entrepreneurial imperative. Occupational education is a way to get a job, leads to on-the-job training, leads to careers, fosters entrepreneurship, is an avenue to opportunity for the economically disadvantaged, and increases the flexibility of the economy by retooling the work force when existing skills and industries become obsolete. Annual U.S. investments in human capital already equal its investments in plants and equipment and exceed any other nation's. Education and training institutions--not Wall Street bankers--will be responsible for making most of the nation's productive investments

ED 311 318 CG 021 931

McWilliams, Jettie M.; Schnorr, Janet K.
A Comparison of Work-Related Stress for Males and Females.
PUB DATE- May 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Coping; Education; *Employment; Government Employees; Medical Services; *Professional Personnel; *Sex Differences; *Stress Variables

Stress is recognized as a problem for both males and females in today's high-technology society. However, research comparing men and women in the workplace has shown that females typically experience higher levels of stress on the job than males experience. This study attempted to compare male and female levels and areas of work-related stress in selected occupations and to establish norms of stress in these professions on the Tennessee Stress Scale-R (TSS-R). The TSS-R was administered to professionals (N=520) in the areas of education, medical, government service, and business. Females scored higher than males on producers, copers, and symptoms subscales. Education professionals scored significantly higher than business and government service professionals on producers and symptoms subscales. There was a significant negative correlation between age and coping. Regional differences emerged with scores in the Western region of the country being significantly lower than those in the East. Further research is underway with the TSS-R. Additional results of this and other studies will be forthcoming, including studies of specific job-related stressors reported by women and men and ways in which both sexes cope. (ABL)

ED 311 350 CG 021 965

Boyd, Vivian; And Others
Use of a Diagnostic and Prescriptive Interview in the Colleges of Agriculture and Life Science: A Collaborative Study. Research Report #12-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 11p.; Prepared by the Counseling Center Retention Study Group.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Agricultural Education; Biological Sciences; *Black Students; *College Students; Higher Education; *Interviews
Black college students (N=55) enrolled in the College of Agriculture and Life Sciences (AGLS) at the University of Maryland in the spring semester of 1987 participated in individual interviews with their college's advisors. The interviews were diagnostic and prescriptive in nature, designed to help students identify problems getting in the way of their college experience and locate campus resources to help students further their academic development. The interviews also involved a discussion of the "noncognitive variables" articulated by Tracey and Sedlacek (1984) as factors influencing black student retention in higher education. Students who participated in the interview did not differ significantly from those who no-showed for their interview or from a non-treatment comparison group drawn from black AGLS majors in 1985, on their rates either of academic retention or of academic retention in good standing. Indeed, the comparison group had slightly lower academic persistence rates and slightly higher rates of persistence in good standing than the treatment group, which suggests that while the attention devoted to students in the present study may have increased the sample's likelihood of persistence, efforts aimed at increasing academic competence may well be in order. (Author)

ED 311 365 CG 021 980

Drevets, Roma G.
Change: A Blessing or a Curse?
PUB DATE- Jun 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Anglo-American Conference of the American Association for Counseling and Development (Brunel, West London, June 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Career Counseling; *Change; Change Strategies; *Dislocated Workers; Outplacement Services (Employment); *Self Concept; *Unemployment
The problem of job displacement poses numerous challenges for the client and the counselor. Not only must the counselor deal with the problems of re-programming the worker, but he or she must also deal with the worker's own loss and feelings of worthlessness. The import of the counselor who successfully works with the unemployed is immeasurable. The key to understanding the unemployment process and examining the client's self-image includes a knowledge of the stages of job loss (shock, denial, anger, bargaining, depression, and acceptance) which are similar to the stages in the grieving process. It is also necessary to be able to identify the stages of job search burnout, which begins with enthusiasm and then moves to stagnation, frustration, and finally apathy. In a counseling center for dislocated persons all areas of the self would be covered: spiritual, cultural, intellectual, moral, physical, social, and economic. When nothing is more important than being a success, it is crucial in working with dislocated persons that all areas of the true self be developed. Above all, a counseling center working with these persons must imbed in their clients the ability to look forward to change, to the new person the client is becoming. The pain that overwhelms one is nurturing the inner self. It is necessary to trust the gift of change. (ABL)

ED 311 380 CG 021 995

Splete, Howard H.; And Others
Adult Career Counseling Center: Sixth Annual Report. September 1988-June 1989.
Oakland Univ., Rochester, MI. School of Human and Educational Services
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Career Counseling; *Counseling Effectiveness; *Higher Education; School Counseling
IDENTIFIERS- *Computer Assisted Counseling; *Computer Assisted Guidanc
This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the sixth year of operation of the Adult Career Counseling Center (ACCC). The following topics are discussed: (1) history of the development of the ACCC and computer-assisted career guidance programs; (2) description of the ACCC; (3) description of the computer-assisted career guidance systems, including DISCOVER for adults, System of Interactive Guidance and Information Plus, Michigan Occupational Information System, and the Resume Kit; (4) client demographic information; (5) client evaluations of ACCC and computer programs, including ACCC services and personnel, DISCOVER Evaluation, and DISCOVER End-of-Module Evaluations; (6) in-service training; (7) public relations; (8) coordination with practicum counseling center; (9) research; and (10) future plans. The appendix includes the Adult Career Counseling Center Resource List, Career Counseling and Information Resources at Oakland University, and Auxiliary Grant-Supported Services. (ABL)

ED 311 525 EA 021 025

Kelley, Edgar A.; And Others
Improving School Climate.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 89
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50 prepaid on orders of $15.00 or less; quantity discounts).
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Development; *Educational Environment; Moral *Organizational Climate; Secondary Education; *Student School Relationship

School climate improvements rely either on changes in the school's culture or changes in perceptions of the climate held by the school's employees and clients. To maintain and develop a culture that is supportive of school effectiveness, it is important to monitor the influence of the school's climate on student outcomes. The National Association of Secondary School Principals (NASSP) has developed and validated an instrument for assessing the climate in secondary schools. Part of a battery of instruments and procedures included in the NASSP's Comprehensive Assessment of School Environments model, the climate assessment instrument can be used with parents, teachers, and students. Collected data are divided into 10 areas that the NASSP has identified as having predictor relationships to student outcomes. In planning for school improvement, the experiences of Kecoughtan High School in Hampton, Virginia, and of the North Medford High School in Medford, Oregon, are related to illustrate the use of the NASSP School Climate Survey. (KM)

ED 311 541 EA 021 306

Seagren, Alan T.; And Others
A Comparative Study of the Perceptions of Primary/Elementary Teachers of Principal Effectiveness in Australia and the United States.
PUB DATE- 89
NOTE- 15p.; Paper presented at the Pan-Pacific Conference (Sydney, Australia, May 30-June 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Evaluation; *Administrator Qualifications; Elementary Education; Foreign Countries; Multivariate Analysis; *Principals; *Teacher Attitudes
IDENTIFIERS- *Australia
This study was undertaken to provide a comparison of primary/elementary teachers' perceptions in Australia and the United States of the skills, competencies, and behavioral attributes that principals should possess to administer an effective school. Utilizing the Audit of Principal Effectiveness, 140 primary teachers in Australia and 347 elementary teachers in the United States rank ordered an 80-item validated questionnaire according to the degree of importance each item had as it related to principal/administrator effectiveness. A 9-point Likert scale assisted the subjects to rank order the first 79 statements. Item 80 consisted of an overall rating. The items were grouped into three domains and nine factors. Multivariate Analysis of Variance (MANOVA) was conducted to assess response differentiation. Significant differences were found for all nine factors, with 14 items contributing most to the differences observed. The differences are partially explained by variation in organizational structure. The Australian system of primary education is characterized by central control at the state level. Control of elementary education in the U.S. is decentralized at the school and district level. Consequently, the Australian principal has less autonomy because autonomy is shared to a greater extent with other professionals, especially at the system level. Because of the principal's place in the educational structure in Australia, greater attention is devoted to organizational procedures and teacher relations. (JAM)

ED 311 571 EA 021 342

Binkley, M. Edward; And Others
Transition Classes. Evaluation Report.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
PUB DATE- Apr 89
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Educationally Disadvantaged; Educational Opportunities; Primary Education; *Remedial Instruction; *Remedial Programs; *Special Classes; *Special Education; *Transitional Programs
IDENTIFIERS- *Nashville Metropolitan Public Schools TN

Until transition classes were added to the general education curriculum in 1983-84, few alternative programs directly addressed student's developmental and remedial needs. The Nashville metropolitan schools' transition program, a welcome alternative to grade retention, provides, during the transition-1 (T-1) program, additional time for the maturation of children who are chronologically old enough but deemed unprepared for successful participation in the regular first-grade program. The transition-4 (T-4) program, first implemented in 1985-86, was designed for students who have not mastered the minimum skill requirements for grades 1 to 3; the adjusted curriculum ensures the expansion of each child's social, emotional, physical, and academic development. This document examines T-1 and T-4 student cohorts for the years 1985-86, 1986-87, and 1987-88. Three levels are noted of the California Achievement Test, administered in the regular systemwide testing program prior to changing to the Stanford Early Achievement Test (which was first administered to kindergarten students in 1986-87). Tabular evaluation data indicate that transition class participation improved student attendance and improved student academic achievement after 1 year--significantly diminishing the gap between regular and transition students. Analyses of transition student academic improvement showed solid gains often as high as 80-90 percent. Thirty-nine tables and 36 figures are included. (KM)

ED 311 273 CE 053 298

Carpentry. Competency Statements/Objectives and Reference Guide. Revised.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 89
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Plans; Building Trades; Cabinetmaking; *Carpentry; *Competence; *Competency Based Education; *Construction (Process); Construction Industry; Course Content; Educational Resources; Employment Opportunities; Flooring; High Schools; Masonry; Mechanical Equipment; Occupational Information; Roofing; State Curriculum Guides; *Structural Elements (Construction); Trade and Industrial Education; Woodworking
IDENTIFIERS- *North Carolina

This curriculum guide provides competency statements/objectives for an 11th- to 12th-grade trade and industrial education course in carpentry. The first half of the guide consists of competency statements for the 35 units of the curriculum. Each competency statement consists of a terminal objective and specific objectives for each unit, referenced to the core and supplementary curriculum and to a sequence reference number. Topics covered by the units include the free enterprise system, the nation's infrastructure system, starting a business, leadership development, job application, safety, basic carpentry mathematics, measurement, reading plans, lumber, tools, equipment, building layout, framing, footings and foundations, floors, walls, roofs, staircases, cornices and gable-ends, siding, windows, doors, insulation, wallboard, trim, cabinets, concrete, and metal studs. The second half of the guide consists of 35 competency goals for each skill/subject area, related to objectives and correlated with evaluation measures and references. A bibliography of references used in the competency lists is included in the guide. (KC)

ED 311 335 CG 021 949

Calvin, Richmond E.
Sources for Cross Cultural Counseling.
PUB DATE- Oct 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; *Counselor Attitudes; *Counselor Training; Elementary Secondary Education; Higher Education; Minority Groups; *Multicultural Education; *School Counselors
IDENTIFIERS- *Cross Cultural Counseling

School counselors today work with clients from minority races, minority ethnic groups, homosexuals, females, at-risk students and the handicapped. Counselors need to be willing to learn more about these minorities and how to better meet their needs. Many colleges offering counseling programs include multicultural education. Counselors must be aware of their own cultural values and prejudices before they can help clients from minority backgrounds. This document contains an annotated bibliography of recent research studies concerning minority students and multicultural education for counselor trainees. A review of the literature annotated revealed that minority students needed help in facing the challenges presented by the typical white, middle class school system and that counselors needed to have multicultural counseling skills to help students from minority racial and ethnic groups. It is suggested that by focusing on multicultural education and efforts, counselors can become culturally experienced, enabling all students to have access to quality guidance and counseling services. Descriptive annotations of published research studies examined are presented in these categories: (1) counseling black students; (2) counseling Hispanics and American Indians; (3) counseling other racial and ethnic groups and at-risk students; (4) counseling and sex bias; (5) counseling and the homosexual student; (6) general concerns of minorities; (7) general issues in multicultural counseling; and (8) methodology for multicultural counseling and curriculum. (ABL)

ED 311 446 CS 212 085

Davenport, Lucinda D.
Coverage of the Nineteenth Amendment in Rural Iowa.
PUB DATE- Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Case Studies; Comparative Analysis; Discourse Analysis; Information Sources; Journalism; *Newspapers; *News Reporting; Rural Areas; Voting
IDENTIFIERS- *Iowa; Journalism Research; *Womens Suffrage
A study was conducted to find out how the topics of the Nineteenth Amendment and women's suffrage were handled at the time by news publications in rural areas. Several components were used to carry out the objective: one was to investigate newspaper coverage of the amendment and in addition broaden that search to include women's suffrage; another was to focus on newspapers in one rural community as a case study and to compare this coverage with that of other communities. Each edition of Marengo, Iowa's weekly newspapers during 1918, 1919 and 1920 was studied for any hint of information about the Nineteenth Amendment or women's suffrage. During those 3 years, nine announcements/stories and three visuals (without accompanying stories) were published in Marengo's different newspapers. In addition to the newspaper case study, an oral account was also obtained by interviewing a Marengo resident who was of voting age in 1920. Through her account of the time and issue, "it would seem" that Marengo residents were not informed about amendment debates and progress nor were they given interpretations of how suffrage could affect them personally. By studying the newspapers of three other towns ranging in size from rural to urban, a check was made to see what information nearby Iowa residents were receiving. Results suggest that Marengo's lack of information was not typical for that time period or geographic area, but perhaps was typical for a rural newspaper. (Two tables of data are included; 16 references and four appendixes of additional data are attached.) (MG)

ED 311 477 CS 506 695

Jung, Donald J.
Shanto Iyengar's Agenda Setting Experiments and Tentative Theory of Priming.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Agenda Setting; Audiences; Communication Research; *Mass Media Effects; *Mass Media Role; *Media Research; *Television
IDENTIFIERS- Issue Salience; *Iyengar (Shanto); Media Coverage; *Priming; Television News
This paper focuses on the experimental findings of Shanto Iyengar with regard to media agenda-setting and a theory of priming, summarizing his work across time. Following an introduction, the next section briefly reviews five of Iyengar's experiments on agenda-setting and priming, giving an overview and conclusions for each. The final section, a discussion, is mainly addressed to comments made by other researchers regarding their interpretations of Iyengar's findings, and also includes a review of responses made by Iyengar. Thirty-eight references are attached. (SR)

ED 311 556 EA 021 327

Quarles, Chester L.
School Violence: A Survival Guide for School Staff, with Emphasis on Robbery, Rape, and Hostage Taking.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0243-1-00; $6.95 prepaid).
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Aggression; Antisocial Behavior; Crime; *Crime Prevention; Delinquency Prevention; Elementary Secondary Education; Law Enforcement; *Police School Relationship; *Rape; *School Security; *Stealing; Victims of Crime; *Violence

The community school is no longer a haven of security; violence has become a serious threat to education. The first steps in school crime prevention management are to acknowledge the problem's existence and to report a crime when it occurs. This document, written by a criminologist, contains five sections that address personal crisis management and employee safety when confronted with school crime and violence. Specifically, the sections discuss school security, robbery survival, rape survival, hostage-taking survival, and crime deterrence and prevention. Many measures, both administratively and individually, can be taken to make schools safer for learning and to prevent, deter, or reduce school violence. Included among these measures are: (1) instruction for teachers in dangerous settings on target-hardening methods not only for their own safety, but for the youths who need to be stopped and confronted with their criminality; (2) the designation of safe working locations for teachers within the school building; and (3) the understanding among all staff members that personal security is one's own responsibility and cannot be delegated to others. Crime avoidance techniques are literally a lifestyle commitment; they are easily adapted to one's daily routine. (101 references) (KM)

ED 311 229 CE 053 226

Eagle, Eva; And Others
Increasing Vocational Options for Students with Learning Handicaps: A Practical Guide.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 89
AVAILABLE FROM- Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455.
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classro Use (for Administraive and Support Staff, and for Teachers, Parents Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Access to Education; Administrator Role; Demonstration Programs; Emotional Disturbances; Individualized Education Programs *Learning Disabilities; *Mainstreaming; Mental Retardation; *Specia Education; *Special Needs Students; Staff Role; Teacher Role; *Vocational Education

Based on a study of 30 exemplary programs in six states, this guide offers help to educators trying to serve students with mild learning handicaps (the learning disabled, mildly mentally retarded, and the mildly emotionally disturbed) in mainstream vocational classrooms. Th document consists of seven chapters and an appendix. The first chapte introduces the structure of good vocational education. Each of five succeeding chapters tells what a set of actors (vocational education teachers, vocational education administrators, special education teachers, professional support staff, and principals and district administrators) in the educational system can do to serve such studen in regular vocational classes. Chapter 7 mentions recommendations regarding changes in federal funding and data collection and state department of education funding, technical assistance, and evaluation The appendix lists the programs visited during the project that produced this guide. (CML)

ED 311 259 CE 053 267

Korazim, Malka; Trachtenberg, Silvia
Evaluation Study of Day-Care Centers in Israel.
JDC-Brookdale Inst. of Gerontology and Adult Human Development in Israel, Jerusalem.
SPONS. AGENCY- ESHEL, The Association for the Planning and Development of Services for the Aged in Israel, Jerusalem.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; *Day Care Centers; Foreign Countries; *Older Adults; Participant Satisfaction; *Program Content; Program Effectiveness
IDENTIFIERS- *Israel

In recent years, day-care centers for the elderly have been playing an increasingly important role in the community service system for the elderly in Israel. ESHEL, one of the leading agencies in developing day-care services in Israel initiated a comprehensive evaluation study of day-care centers to identify variations among different types of centers; to identify populations who do not use the centers and whose needs are not met within the present operational set-up; and to develop a follow-up and feedback system to assist in operating the centers and in guiding their future development. The study is being carried out in 12 day-care centers and five day-care units in old-age homes. Preliminary results from interviews with 423 elderly persons and with directors include the following: (1) the population that attends the centers has high-risk characteristics; (2) the clients have limited mobility; (3) the clients also have personal care needs; (4) about 30 percent have good mobility and live alone, but have difficulty in household management--the centers provide mainly meals, supervision, and social interaction needs for these people; (5) the centers vary in environment and population served; (6) centers emphasize different services, from personal to professional to social; (7) the clients often want more days to visit the center than can be arranged because of transportation or cost; (8) nursing service is available in most centers (and will be studied extensively later in the project). (KC)

ED 311 396 CS 009 769

Aghbar, Ali-Asghar
Selecting Reading Materials for a Writing Class.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual Meeting of the English Association of the Pennsylvania State System of Higher Education Universities (Carlisle, PA, November 6-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; Reading Assignments; *Reading Material Selection; Reading Writing Relationship; Supplementary Reading Materials; Undergraduate Students
In a freshman English class that aims at improving the students' general writing ability, reading activities and materials should be used only to the extent that they directly contribute to writing development. The following criteria can be used to select and evaluate reading materials for a writing class: (1) stimulating quality; (2) relevance; (3) length; and (4) comprehensibility. The final criterion should be the specific interests, needs, attitudes, and motivations of the students themselves. (RS)

ED 311 413 CS 009 803

Johns, Jerry; VanLeirsburg, Peggy
Informal Reading Inventories. Focused Access to Selected Topics (FAST) Bibliography No. 39.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Informal Reading Inventories; *Reading Diagnosis; *Reading Research Reliability; Teacher Education; Teaching Methods; Validity
This annotated bibliography of materials in the ERIC database contains 30 annotations (dating from 1974 to 1989) on informal reading inventories (IRIs). The citations were selected to help professionals understand the history of, the uses of, and the issues surrounding IRIs. The major sections of the bibliography are: Overview, General Uses, Critiques and Issues, Validity and Reliability Research, and Special Populations. (MS)

ED 311 431 CS 211 985

Tait, Alice A.
A Pre-Student Teaching Experience for Secondary School Journalism and Publication Advisors.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Journalism Education; School Surveys; *Teaching Assistants; Teaching Methods; *Undergraduate Students; *Writing Across the Curriculum; Writing Exercises
IDENTIFIERS- Central Michigan University; *Student Assistants
A study conducted at Central Michigan University examined the effective use of undergraduate teaching assistants as small group leaders by the Journalism Department for its writing across the curriculum program (WAC). The teaching assistants who participated--students with a minor in teaching high school journalism--emerged as an important component in fulfilling WAC objectives because of their intense teaching interests and desire for pre-student teaching experience. The study focused on the differences between teaching Journalism 101, a large lecture mass media and mass society course, using the traditional departmental approach with four objective examinations and teaching the course using the new approach consisting of smaller classes, student assistants, extra credit journa exercises, chapter summaries, small group exercises, and three essay examinations. A student opinion survey reporting students' project reactions was administered, and findings revealed that the 36 (out of 45) students who completed the survey reacted positively to the new writing assignments and to the use of undergraduate student teaching assistants. (KEH)

ED 311 461 CS 212 109

Davis, Pamela; Juliebo, Moira
Language Arts and Drama.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Creative Dramatics; Foreign Countries; Grade 5; Instructional Innovation; Intermediate Grades; Language Arts; *Teacher Developed Materials; Teaching Methods; Writing Exercises
IDENTIFIERS- Active Learning; Canada; *Drama in Education; Writing Strategies
This language arts lesson designed for grade five involves drama as a focal point in preparing children to write a short story similar to the one they first create through improvisation. Included are the objectives of the lesson, materials, the children's previous experience, the step-by-step procedure with accompanying teacher points, the writing assignment, and questions for the teacher's self-evaluation as well as for the children's evaluation. (KEH)

ED 311 493 CS 506 802

Griffin, Robert J.; Sen, Shaikat
"Causal" Communication: Media Portrayals and Public Attributions for Vietnam Veterans' Problems.
PUB DATE- Aug 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Content Analysis; Influences; *Interpersonal Communication; Mass Media Effects; *Mass Media Role; Media Research; Multiple Regression Analysis; News Reporting; Survey *Vietnam Veterans
IDENTIFIERS- Vietnam War; Wisconsin (Milwaukee)
A study of "causal" communication, the communication of attribution-related information, investigated the relationship of exposure to mass media (especially film) depictions of Vietnam veteran to perceived causes for the problems facing a number of Vietnam veterans. The study further extends attribution theory to social interaction and communication contexts. A sample survey of 355 adults (age 18 and over) in the Milwaukee metropolitan area was conducted by telephone in April 1988. A content analysis found some mass media and interpersonal communication relationships with internal and external attributions for Vietnam veterans' problems. Attributions for the caus of a problem do seem related to preferred solutions. It appears that interpersonal communication could be affecting attributions. Mass communication may also be affecting attributional schemata under certain circumstances. Results indicated the impact of experience on media relationships with attributions was more complex than anticipated. There may still be enough uncertainty about how to deal with the memory of the Vietnam War, and with its veterans, that even the more experienced might still be seeking attributions. (Four tables of data are included, and 41 references are attached.) (MG)

ED 311 510 CS 506 840

Collette, Larry
News of Olympic Proportion: ABC-TV and the 1984 Summer Olympic Games Opening Ceremonies.
PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Audience Awareness; *Commercial Television; Content Analysis; Cultural Context; Ethnocentrism; Foreign Countries; *Mass Media Role; *News Reporting; *Olympic Games; *Politics; Stereotypes; Television Research
IDENTIFIERS- American Broadcasting Company; Media Bias; *Media Coverage Media Imagery

The extensive television coverage of the Opening Ceremonies of the 1984 Summer Olympic Games was a vital lead-in for a television network as it sought to generate audience interest over the course of the games. This coverage models an unfolding international news event in its presentation style and is analyzed from that perspective in a content analysis of American Broadcasting Corporation (ABC) television coverage of these ceremonies. Particular interest in these games stemmed from the fact that they took place on American soil and that ABC coverage was the subject of a good deal of criticism. A coding instrument, devised to analyze the videotape recording of the ceremonies, divided content into two domains, one political and the other athletic. Content categories selected for coding were: economic aspects of participating nations, relations to the United States, internal politics of the nation, and strife and/or warfare in the political domain; and general sports team and specific athletes in the athletic domain). The topic of fashion provided an additional neutral category. Findings indicated that although there was more commentary related to athletics than political commentary in ABC-TV coverage, the latter was still very apparent and rooted in stereotypical or ethnocentric contexts. (One note is included, and 20 references are appended.) (MS)

ED 311 157 CE 052 858

Partridge, Susan
Intergenerational Literacy Programs Discussed.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Foreign Countries; Functional Literacy; *Intergenerational Programs; *Literacy Education; Preadolescents; Reading Attitudes; *Reading Programs

The following intergenerational literacy programs are described in this document: (1) a Boston University program that provides about 112 hours of training for work-study students who then work as tutors for adults; (2) a program that uses the paired reading technique to involv parents in the development of their children's reading in the United Kingdom; (3) the Penn State Adult Literacy Courseware Project, which uses the "whole word approach" to reach its goal of teaching 1,000 functional and high frequency words to adult beginning readers; (4) a program in which parents and their children read and discuss children' literature; and (5) the Motheread program in Durham, North Carolina, i which female prisoners are prepared for their roles as mothers upon their release. A survey of 30 university connected individuals designe to find out whether they enjoyed reading and whom they credit with instilling their love or dislike of reading is also discussed. It is concluded that literacy professionals should be encouraged to consider using intergenerational programs, particularly because parents' motivation to help their children is generally strong. Finally, it is suggested that program successes and failures be shared among educator that better training be provided for those serving as tutors, and tha both tutors and tutees voice their specific needs. A nine-item bibliography is included. (CML)

ED 311 171 CE 053 015

Sari, Mihaly; Durko, Matyas
Hungary.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 134p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Case Studies; *Competition; Conservation (Environment); Conservation Education; *Environmental Education; Foreign Countries; *Labor Education; *Nonformal Education
IDENTIFIERS- *Hungary

This document contains two case studies which provide an idea of the types of adult education programs available in Hungary. The first case study, prepared by Mihaly Sari, describes "The Month of Protecting Our Environment," a program developed in the small town of Puspokladany by a club of amateur anglers, a society for propagating scientific knowledge, and a cultural center of the town. During the years 1983-1987, the people involved in the program have worked to protect the wildlife of the lakes around the town, to convince everyone of the necessity of joint action in preserving the environment, and to urge voluntary action for the advantage of the communities. Activities such as lectures and video presentations are carried out during January each year. The program has been very successful and has been started in other towns. The second case study, by Matyas Durko describes "Realities of Our Time," an out-of-school, nonformal, adult education movement based on voluntary, annual competition. The basis for the program is the worker's brigade movement in which groups aim to achieve the title of socialist workers' brigade. The brigades of workers volunteering for the movement pledge to attain knowledge in at least four different cultural subjects and to compete with other brigades in those fields. Participants study alone or in small groups for about five months, then compete in a four-round competition. The movement has been successful in improving workers' knowledge and work output, although some problems in procedures have been noted. In addition to the two case descriptions, the document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (KC)

ED 311 201 CE 053 130

Making the Employment & School Experience Successful. A Guide to Working with High School Students.

Oregon State Dept. of Human Resources, Salem.

PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Business Responsibility; *Dropout Prevention; *Education Work Relationship; *Employer Attitudes; *Employer Employee Relationship; Employment Practices; High Schools; *High School Students; Institutional Cooperation; Personnel Policy
IDENTIFIERS- *Oregon

This pamphlet, addressed to employers in Oregon, emphasizes the necessity of high school students finishing school. It suggests ways that employers can facilitate student employees' education by encouraging them to remain in school, rewarding good school performance and setting up realistic schedules that minimize conflicts with school. The pamphlet suggests that employers can help prevent students from dropping out of school and thus ensure an educated work force for the future. The pamphlet includes a sample of clear expectations to ensure success with students in hiring, on the job, and at termination of employment. A sample student work agreement and a hiring pledge are provided. (KC)

ED 311 215 CE 053 200

Kaser, Joyce S.; Frazier, Alethea C.
Juggling Lessons. A Curriculum for Women Who Go to School, Work, and Care for Their Families. Instructor's Guide and Student Workbook.
NETWORK, Inc., Andover, MA.
SPONS. AGENCY- American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.; District of Columbia Public Schools, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- NETWORK, Inc., 290 South Main Street, Andover, MA 01810.
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aspiration; Continuation Students; Day Care; *Females; *Goal Orientation; *Home Management; Networks; One Parent Family; Postsecondary Education; *Reentry Students; *Role Conflict; Secondary Education; Success; *Time Management

This document contains the teacher's guide and learner workbook for instructional units designed to provide practical knowledge and skills to help women who are reentering school fulfill their multiple roles. Titles of the instructional units are: What Tomorrow Will Bring; We're All in This Together; Who's Minding the Children? (Infants and Preschoolers); Who's Minding the Children? (School-Age Youngsters); Doing More Around the House in Less Time; Managing Alone; and Getting What You Want and Need. The teacher's guide includes on optional unit, The Safety Net. For each unit, the teacher's guide includes a set of objectives, suggested time allowance, a list of materials needed, a list of references and resource materials, and instructions for teaching the lessons. In addition to giving advice about the management of multiple roles, the workbook asks learners to do various activities (such as react to case studies; set career, education, and family management goals; and use evaluative checklists to monitor their own behavior) designed to make that management advice concrete and to personalize it for the learner. The learner's workbook lists 21 references. (CML)

ED 311 245 CE 053 251

Gorham, Lucy
No Longer Leading. A Scorecard on U.S. Economic Performance and the Role of the Public Sector Compared with Japan, West Germany and Sweden.
Economic Policy Inst., Washington, DC.
PUB DATE- 87
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036 ($4.00).
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Economic Climate; *Economic Progress; *Economics; Foreign Countries; *Government Role; Investment; *Living Standards; *Public Support; *Quality of Life; Social Indicators
IDENTIFIERS- Japan; Sweden; United States; West Germany

A study was conducted to examine the following questions: (1) How does the United States compare with Japan, West Germany, and Sweden on the basis of indicators of quality of life?; (2) How does the United States compare on the basis of economic performance since 1960?; and (3) What appears to be the relationship in the four countries between the nature of the public sector and economic performance? The study drew on the universe of relevant data on indicators of quality of life and economic performance. The results of these comparisons were then used to examine the proposition that an increasing share of an economy devoted to government spending will act as a deterrent to economic progress, that is, that prosperity can be stimulated by less government involvement. The following were its major conclusions: (1) on the basis of 17 measures of quality of life, the U.S. performance was worst, whereas Sweden's performance was the best; (2) on the basis of 17 measures of economic performance, the United States again scored last among the four countries, and Japan's performance was the best; (3) during the period studied, the growth of civilian government in the United States also lagged behind that of the other three nations; and (4) the United States particularly lags behind these three commercial rivals in the share of its economy devoted to public investment for infrastructure. (A four-page reference list is found at the end of the study.) (NLL)

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ED 311 289 CE 053 385

Montgomery GI Bill Amendments. Parts 1-2. Report To Accompany H.R. 135
Which on March 9, 1989 Was Referred Jointly to the Committees on Veterans' Affairs and Armed Services. Including Cost Estimate of the Congressional Budget Office.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Compliance (Legal); *Disabilities; Federal Aid; *Federal Legislation; *Military Personnel; Postsecondary Education; *Student Financial Aid; Training Allowances; *Veterans; *Veterans Education
IDENTIFIERS- Congress 101st; *G I Bill; Proposed Legislation
This document contains the text of the Montgomery G.I. Bill Amendments as reported from the Committee on Veterans' Affairs (May 25, 1989) and the Committee on Armed Services (September 26, 1989). Each part includes the changes to the G.I. Bill as recommended by that committee, a history of the proposed amendments to the bill, major provisions of the amendments, discussion of the proposed legislation, a section-by-section analysis of the amendments, cost estimates for implementation of the amendments, and the text of the proposed legislation. The bill would make a number of technical and clarifying amendments to the veterans' educational assistance programs; extend Vietnam-era G.I. Bill benefits to certain service academy and Senior Reserve Officer Training Corps graduates; increase the subsistence allowance for certain service-connected disabled veterans; and increase the educational assistance allowance for certain survivors and dependents. (KC)

ED 311 319 CG 021 932

Sherman, Lawrence W.; And Others
Multi-Faceted Dimensions of Self-Concept and Personal Control: A Collection of Six Related Studies.
PUB DATE- 14 Oct 88
NOTE- 81p.; Paper presented at the Annual Meeting of the Mid-Western Research Association (Chicago, IL, October 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Data Interpretation; Factor Analysis; *Factor Structure; Forced Choice Technique; Intermediate Grades; Junior High Schools; Preadolescents; *Responses; *Self Esteem; *Test Format; Test Validity
A series of six papers and an introduction which present the results and tentative analyses of studies investigating such constructs as self-esteem, perceptions of control, and competence are included in this document. These papers are: (1) "Multiple Dimensions of Locus of Control and Their Relationship To Standardized Achievement Scores in Fifth Grade Children" (Lawrence W. Sherman, Richard J. Hofmann, and Patricia O'Meara); (2) "Self Concept of Musically Gifted and Non-gifted Adolescents In Regular and Special High Schools" (Lawrence W. Sherman, Richard J. Hofmann, and Mike Harrison); (3) "Multiple Dimensions of Self-concept and Locus of Control: Their Inter-relationships" (Lawrence W. Sherman, Richard J. Hofmann, and Jeanne Wagoner); (4) "Locus of Control and its Relationship to Self-esteem: A Developmental Association" (Lawrence W. Sherman and Richard J. Hofmann); (5) "A Reanalysis of the Factor Validity of the Coopersmith Child Self-Esteem Measure" (Richard J. Hofmann, Lawrence W. Sherman, and Brian Charleton) and (6) "Measuring Adolescent Self-Esteem: Construct Validity" (Richard J. Hofmann and Larry Sherman, and Ann Schmitt). Five pages of references for the studies are included. The appendix includes these study instruments: incomplete sentences, questionnaire for adolescents concerning feelings about themselves, the Piers-Harris Self-Concept Scale, and the Multi-dimensional Multi-attributional Causality Scale. (ABL)

ED 311 351 CG 021 966

Boyd, Vivian; And Others
Requiring Students in Freshman English To Participate in Retention-Related Activities. Research Report #14-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 9p.; Prepared by the Counseling Center Retention Study Group.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Extracurricular Activities; Higher Education; *Intervention; Mentors; Required Courses; *School Holding Power; Skill Development; Teacher Student Relationship; Tutors
In response to the goal of improving college student retention, it was decided to require students in a freshman English course to participate in activities associated with academic persistence. Students (N=43) selected 3 of 4 retention-related activities in which to participate and recorded their experiences briefly in their course journals. Activities included getting to know a professor outside the classroom setting; experiencing the value of a tutor; experiencing the value of campus leisure activities; and improvement of educational skills. Students (N=41) enrolled in different sections of the course comprised the comparison group. There were no statistically significant differences between the treatment and comparison groups on their rates of either subsequent registration or of their retention in good standing. The results may have been confounded by the approach of the two teaching assistants collaborating in the intervention; one of the teaching assistants was not clear in her instructions and expectations. The most popular retention-related activity was getting to know a professor outside the classroom. Future course-required retention-related activities should be aimed at assisting first-year students' access to academic models and potential mentors. (ABL)

ED 311 478 CS 506 699

Culbertson, Hugh M.; Jeffers, Dennis W.
The Social, Political and Economic Contexts: Keys in Educating the True Public Relations Professional.
PUB DATE- 10 Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Community Resources; Cultural Awareness Economic Status; Higher Education; Political Attitudes; Political Influences; Professional Development; Publicity; *Public Relations; Student Improvement
Public relations instructors can begin to develop an appreciation of the social, political and economic (S-P-E) contexts on the part of their students by beginning to integrate this thinking into existing courses and curricula. Social contexts deal with cultural and subcultural beliefs, contacts within a community or organization, and frames of reference and standards of comparisons. Political contexts include activities and strategies of political actors and role and power relationships. Economic contexts include availability of resources to client organizations and publics and coping with and cutting costs. During the term students can be expected to do several things that help enhance sensitivity to the S-P-E contexts: (1) draw on a range of S-P-E social science and humanities concepts while critically and comprehensively defining public relations goals; (2) read several case reports and define the three overlapping contexts; (3) confront ethical situations that cannot be examined apart from the social-political contexts; (4) prepare a paper which looks at an actual client's role, public relations problems, key publics, and services to those publics; and (5) hold a series of panel discussions on timely cases. Following these and other exercises, most students seem to see public relations as a dynamic, exciting process central to the client organization's basic function, a process that entails far more than promotion and publicity when placed in a larger context. Selected findings from three public relations research projects illustrate the use of the S-P-E concepts. (Twenty-six references are attached.) (MG)

ED 311 526 EA 021 112

Sheffield, Anne, Ed.; Frankel, Bruce, Ed.
When I Was Young I Loved School: Dropping Out and Hanging In.
Children's Express Foundation, Inc., New York, NY.
SPONS. AGENCY- Primerica Foundation, Greenwich, CT.
PUB DATE- 89
AVAILABLE FROM- Meckler Books, 11 Ferry Lane West, Westport, CT 06880 ($9.95).
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Research; Elementary Secondary Education; National Surveys; *Runaways; *Student Attitudes; *Teacher Attitudes; *Youth Programs

Thirteen teenage editors of "Children's Express" investigated the dropout crisis by talking with teenagers who had quit school, with those who had returned to give it a second chance (back-to-schoolers), and with others who were fighting at all odds to hang in there (hangers-in). Hundreds of youth from five American cities--Newark, Boston, Kansas City, Dallas, and Oakland--were interviewed. Informal and tape-recorded discussions were conducted with groups of students as well as teachers and administrators who were chosen spontaneously. Out of thousands of pages of transcripts, 23 voices were selected to speak for the rest. This book contains five parts concerning respectively: (1) dropouts; (2) runaways; (3) back-to-schoolers; (4) hangers-in; and (5) the beginners, the principal, the teacher, and the young Bronx entrepreneurs. The point of view of the book is that the crisis in the schools is a societal rather than simply an educational issue. Children must resist incredible outside pressures just to remain in school. The sensitive attitudes of students, teachers, and administrators across the country reflected in this book reveal the problem far more humanly than the statistics can suggest. (SI)

ED 311 185 CE 053 029

Dominice, Pierre; Finger, Matthias
World Perspective Case Descriptions on Educational Programs for Adults
Switzerland.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 91p.; This series includes thirty-two documents (CE 053-003-034)
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agricultural Colleges; *Agricultural
Education; Case Studies; *Faculty Development; Foreign Countries;
Higher Education; *Inservice Teacher Education
IDENTIFIERS- *Switzerland
The case description of an adult education program in Switzerland contained in this document, is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. This case description, entitled Formative Research in Swiss French Agriculture Schools, discusses a 3-year program to improve teachers' pedagogical abilities in seven schools of agriculture. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

ED 311 304 CE 053 422

Kallembach, Sheri C., Comp.
Directory of Human Resources To Better Serve Learners with Special Needs in Vocational Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-052: $.50).
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; Career Development; Clearinghouses; *Disabilities; *Disadvantaged; Educational Cooperation; *Limited English Speaking; *Mainstreaming; Postsecondary Education; Referral; Resources; Secondary Education; *Special Education; *Special Needs Students; Vocational Education
This document lists names, titles, addresses, and telephone numbers of the following types of human resources concerned with serving learners with special needs in vocational education: (1) agencies, associations, and organizations; (2) centers that provide information, resources, and referral services relating to transition; (3) clearinghouses that provide specialized information in a variety of formats and media; (4) computer-based information networks that provide instantaneous online message and database services; (5) databases; (6) the National Network for Curriculum Coordination in Vocational and Technical Education; (7) state vocational and technical education curriculum centers; (8) the nine regional educational laboratories funded by the U.S. Office of Educational Research and Improvement; (9) state directors of vocational education; (10) state personnel responsible for vocational education for handicapped, disadvantaged, and limited-English-proficient students; (11) National Association of State Directors of Special Education, Inc.; (12) University Consortium for Research on Career Development for Special Populations; and (13) National Task Force, Special Populations Programs of the National Center for Research in Vocational Education. The document also includes a list of toll-free phone numbers of 47 organizations, to be used to find out what information and services the organizations provide. (CML)

ED 311 366 CG 021 981

Mosatche, Harriet S.
Caring and Coping. Contemporary Issues: Facing Family Crises.
Girl Scouts of the U.S.A., New York, N.Y.
PUB DATE- 88
AVAILABLE FROM- Girls Scouts of the U.S.A., National Equipment Services 830 Third Avenue, New York, NY 10022 ($1.25 each; quantity discount--inquire).
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Adolescents; Children; *Coping; *Death; *Divorce; Family Problems; Females; *Helping Relationship; Mentors; Parent Child Relationship; *Poverty; *Remarriage
IDENTIFIERS- *Girl Scouts of the USA

This booklet focuses on three particularly prevalent family crises: divorce, the death of a parent, and poverty. These crises profoundly affect millions of children in their personal, academic, and social development. The information and activities in this booklet are provided to enable Girl Scout leaders to increase their efforts both in helping girls become aware of some common family stresses and in assisting girls in handling those serious family problems that personally touch their lives. The effects of divorce on children of different ages and sexes as well as the changes in family environment brought about by remarriage are discussed. The discussion on death of a parent focuses on the grieving by the child. The effects of growing up in poverty for children are discussed, examining the physical and emotional effects of poverty. It is noted that a strong adult can influence children's lives positively. Specific tips are given on providing the kind of environment which will help girls not directly faced with serious family problems to act with understanding and sensitivity toward those who are dealing with them. Suggested troop and group activities to help girls understand and cope with family crises are described in sections grouped by the level of Girl Scouting. Links to Girl Scouting programs are given and a resource list of organizations is provided. Supportive books for girls and adults are listed. (ABL)

ED 311 381 CG 021 996

James, William H.
Developing Prosocial Behavior in the Classroom.
PUB DATE- 80
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Behavioral Objectives; *Behavior Change; *Behavior Problems; *Classroom Techniques; Counseling Techniques; Elementary Secondary Education; High Risk Students; *Interpersonal Competence; Modeling (Psychology); *Prosocial Behavior; Role Playing; Teaching Methods
IDENTIFIERS- *Structured Learning Approach
Teachers with at-risk students in their classrooms find themselves in the position of having to teach social skills as well as academic skills. The teacher of social skills provides the classroom and materials that facilitate the development of responsible social behavior. The Structured Learning Approach is a means to assist teachers with teaching both academic and social skills. The Structured Learning Approach classifies behavior disorders into the categories of aggression, withdrawal, and immaturity. This psychoeducational approach includes the components of modeling, role-playing, performance feedback and transfer of training. The modeling component consists of people who provide examples of prosocial skills as well as videotapes, audiotapes, films, and filmstrips of the skill to be learned. Role-playing is the means by which the student learns to perform the skills that have been modeled. Performance feedback provides approval, praise, and critical feedback on how well the skill has been performed. Transfer of training is the exposure of the student to other situations such as home, in-class, social settings, and individual situations where the learned skill might be applied. The components of the Structured Learning Approach can lead to sufficient frequency of desired behaviors, and combining these procedures with other approaches would allow a wider application to the development of prosocial behaviors. (ABL)

ED 311 397 CS 009 775

Harste, Jerome C.; Short, Kathy G.
What Educational Difference Does Your Theory of Language Make?
PUB DATE- 12 Jul 88
NOTE- 33p.; Paper presented at the International Reading Association World Congress (Queensland, Australia, July 11-13, 1988) and at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); *Cooperative Learning; *Educational Theories; Language Acquisition; Language Arts; Language Attitudes; *Language Role; Primary Education; Psycholinguistics; Reading Writing Relationship; Student Writing Models; *Theory Practice Relationship
IDENTIFIERS- Childrens Writing; *Collaborative Learning; *Conversation; Whole Language Approach

Good language users monitor and understand their own involvement in the learning process. They understand how language is used to make and reshape their world. Everyone needs to be allowed to test his or her personal theories of the world against practice and vice versa. Given the nature of society, it is important that conceptions of literacy begin with the notion of voice and the importance of hearing everyone's voice. Empowerment begins when each individual is able to name the world as he or she sees it. In naming the world through language, differences are noted and transformative conversations begin. From listening to new voices new anomalies can be identified, new conversations can be started, and potentially new behaviors can be explored. Classrooms organized on a theory of literacy that values hearing individual voices must be judged by a different set of performance criteria than has traditionally been the case. Strong communities are not formed on the basis of likeminded individuals, but rather on differences, where the different voices making up the community are heard and listened to. It is by hearing different voices that the resources available in a community of learners become known as well as transformed. Classrooms which place a priority on understanding the role that language plays in enhancing learning become communities of learners, as various examples of children's writing illustrate. New criteria for a good theory of language include (1) allowing each person to have a voice; (2) beginning needed conversations; and (3) providing a mechanism whereby those conversations can continue. (Twenty-five references and six figures of samples of children's writing are attached.) (MG)

ED 311 462 CS 212 110

Jacobson, Jeanne M.
Writing a Conversation: Journals in the College Classroom.
PUB DATE- 8 Apr 89
NOTE- 11p.; Paper presented at the Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperative Learning; Expository Writing; Group Activities; Higher Education; *Journal Writing; Reading Writing Relationship; Self Expression; *Student Journals; Student Participation; Teaching Methods; Writing Exercises
IDENTIFIERS- *Writing Groups; Writing Tasks
The advantages of using journals in the college classroom are their versatility and their transferability to teaching at every level. Three types of journal writing are very effective in engaging students in purposeful, repeated writing: individual journals in which student and teacher maintain a written dialogue throughout the course; class journals which are used by an entire class and are usually placed on library reserve; and cooperative learning group journals in which group members share ideas with each other and the teacher. Additionally, the teacher and students can share ideas about improving journal formats. An example of these other formats is the multiple, themed, class journals in three-ring binders, with titled covers, with contributions on the top half of a page and comments on the lower half, which are shared across classes. (KEH)

ED 311 542 EA 021 308

Hunt, John J.
Incipient Studies of School-Based Decision Groups.
PUB DATE- 31 Oct 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Decision Making Skills; Elementary Education; Management Games; *Participative Decision Making; *Problem Solving; *School Based Management
IDENTIFIERS- *Florida
To address the effectiveness, the process, and the results of decisionmaking groups that include both administrators and teachers, and to discern the difference between the effective and less effective decisionmaking groups, 107 test groups, each composed of one Florida elementary school principal and two teachers from the same school, were studied. A computer mimetics game placed each group, working alone, into the principalship of an elementary school with the assignment to expend existing resources so as to improve the fourth-grade achievement scores. Data concerning the fictional school, its teachers, the students, and the community were provided. Also provided were effective schools research information that could potentially improve the scores and a cost potential in staff time and/or allocated dollars. A total of 437 person-hours of the game were collected for analysis. Results indicate that the decision groups passed through at least three distinct decision phases. The effective decision groups exhibited characteristics that were different from the less effective groups. In addition, the effective groups appeared to mature into a different pattern than the ineffective groups. Implications suggest that the education of an interdependent decision group requires relevant pre- and in-service training of both school principals and teachers. (11 references) (KM)

ED 311 557 EA 021 328

Richardson, M. D.; And Others
A Descriptive Analysis of Kentucky Elementary School Principals.
PUB DATE- 89
NOTE- 22p.; Paper prepared for the Annual Meeting of the Organization of Professors of Elementary School Administration (Atlanta, GA, April 17-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrators; Elementary Education; *Elementary Schools; Occupational Information; Occupational Surveys; *Principals
IDENTIFIERS- *Kentucky

America is experiencing renewed interest in the important role school administrators play in initiating and sustaining school excellence. The perception of the school principal as a passive, reactive manager has yielded to a more accurate recognition of the administrator as a proactive instructional leader. To obtain relevant information concerning the demographics of practicing Kentucky elementary principals and the role they play in educational quality and reform, a total of 1,122 questionnaires were mailed to both public and private school principals in the state. The initial mailing took place in September 1988, with a followup in October 1988; the usable response rate was 50.8 percent. The most obvious conclusions from an analysis of the data were that Kentucky elementary principals were white, middle-aged men with an average salary approximately 75 percent higher than teachers. The majority had slightly more than 10 years total experience as a principal, but over 60 percent plan to retire within the next 10 years. Most were principals of small schools who worked over 50 hours per week. Further, most were satisfied with the quality of their inservice training and the current state administrative certification requirements. (KM)

ED 311 572 EA 021 343

Schenkat, Randolph J.; And Others
Winona's PIONEERING Efforts in Developing an Active Learning Community for Students and Faculty: A Final Performance Report.
Independent School District 861, Winona, MN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Humanities Instruction; *Instructional Effectiveness; Interdisciplinary Approach; Learning Activities; *Learning Strategies; *Program Effectiveness; *Program Evaluation; Secondary Education; *Teacher Effectiveness
IDENTIFIERS- Minnesota (Winona); *Project Pioneer
Project PIONEER (Partnerships in Integrating and Operating New Effective Educational Research) was a 2-year funded Title VI Excellence in Education Grant awarded to Independent School District 861, Winona, Minnesota, for the purpose of promoting among secondary students "learning how to learn" skills and an awareness of how knowledge is organized in the humanities. The instructional effectiveness of the project was validated via faculty conducted action research that focused on the effects of three 2-day inservice training events on 27 faculty participants over a period of 3 semesters. Facilitators also structured a support network that included follow-up sessions, research dissemination, individual consultation, and maintenance of resource files. Project PIONEER is ongoing and continues to improve student academic achievement and enhance teacher interest in active learning strategies. (JAM)

ED 311 274 CE 053 300

Meno, Marie A., Comp.
End-of-the-Year Narrative Annual Report for Adult Education Programs. Bulletin 1799.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 86
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Adult Students; *High School Equivalency Programs; *Outcomes of Education; *Program Costs; Program Effectiveness; Program Implementation; *State Programs
IDENTIFIERS- *Louisiana

This narrative report provides descriptive information on the Louisiana adult education program. The report compares accomplishments to goals established for fiscal year 1986; defines reasons for slippage in areas in which goals have not been met; and determines on a statewide basis the average cost per student. Some of the highlights of the report are the following: (1) the program enrolled nearly 50,000 adults; (2) the average cost per student was $130.23; (3) more than 10,000 students received General Educational Development certificates; (4) more than 5,000 completed the eighth grade; (5) full- and part-time administrators and staff numbered more than 1,000; and (6) the majority of classes were conducted in the evenings in secondary and elementary school buildings, and 48 learning centers offered alternative adult education classes on a full-time basis. Recommendations were made for additional funding to improve the programs through the acquisition of new materials and software and upgrading and replacement of materials. More than half of the document consists of 16 appendices and 2 addenda containing statistical tables, administrative forms, addresses of adult education programs, results of a program evaluation, and instructions for preparing an annual performance report. (KC)

ED 311 414 CS 009 804

Grade 3 Achievement Test--English Language Arts, Part B: Reading.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 89
NOTE- 23p.; For Part A: Writing, see CS 212 103.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Foreign Countries; Grade 3; *Multiple Choice Tests; Primary Education; *Reading Tests
IDENTIFIERS- Alberta

This reading achievement test, intended for grade 3, is to be completed in 50 minutes. The test contains eight reading selections, each followed by multiple-choice questions related to the selection. (SR)

ED 311 447 CS 212 090

Glossner, Alan J.
Handling Bad News in Corporate Annual Reports with Style, Grace, and Candor.
PUB DATE- May 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Annual Reports; Audience Analysis; *Business Communication; Discourse Analysis; Language Usage; Sentences; *Technical Writing
IDENTIFIERS- *Chief Executive Officers; Writing Contexts; *Writing Strategies

A study examined the effectiveness of messages to stockholders in the annual reports of four Chief Executive Officers (CEO's) representing corporations that are struggling to recover from financial losses or declining profits. The examination first considered each CEO's syntax and diction, then each CEO's awareness of audience and clarity of purpose, and finally the effectiveness with which each CEO opened and closed the message. The study then speculated on the success of each message by applying three principles of prose discourse suggested by Joseph Williams in his article "Plain English: The Remaining Problems. Findings suggest that the CEOs achieved varying degrees of success in dressing up bad news, and that the most successful was the one that followed the principles most closely. (Four tables of data are included.) (KEH)

ED 311 230 CE 053 227

Eppler, Thomas
Advanced Electronics. Curriculum Development. Bulletin 1778.
Northwestern State Univ., Natchitoches, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. o
Vocational Education.
PUB DATE- 30 Jun 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electrical Systems; *Electric Circuits; *Electronics;
Grade 11; Grade 12; Secondary Education; Shop Curriculum; Vocational
Education
IDENTIFIERS- *Louisiana
This document is a curriculum guide for a 180-hour course in advance
electronics for 11th and 12th grades that has four instructional units
The instructional units are orientation, discrete components,
integrated circuits, and electronic systems. The document includes a
course flow chart; a two-page section that describes the course, lists
target grade levels, course goals and objectives, and introduces the
course; a time frame; a course outline; tabular material that provides
for each unit objectives, topics, student activities, teacher
activities, resources, and time estimates; and an 18-item bibliography
(CML)

ED 311 260 CE 053 268

Summary of Vocational/Technical Program Offerings for Secondary Schools in Montana 1987-88.
Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Demand; *Educational Supply; *Enrollment; Secondary Education; State Surveys; *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Montana

This document summarizes the findings of a survey of the vocational offerings in Montana secondary schools, using data compiled from the 1987-88 fall reports submitted by local school districts to the Montana Office of Public Instruction. Total vocational enrollment was listed as 41,746. (Students enrolled in more than one vocational class were counted for each class in which they were enrolled.) Service areas and enrollments were agriculture, 2,453; business, 19,625; career education, 269; marketing, 1,115; home economics, 7,211; industrial arts, 6,130; trades and industry, 4,913; and broadcasting, 30. Of the 19,625 students enrolled in business classes, 5,523 were in Typing I; 4,170 were in accounting; and 3,660 were in computer classes. Career education and broadcasting, although not generally considered vocational, were reported that way on the fall report and, consequently, in this document. The enrollment figure for industrial arts includes those courses definitely labeled industrial arts by the schools and those trade/technical classes identified as introductory. The rest of the trades and technical classes are shown as trades and industry enrollments. Twenty-four percent of Montana high school class periods were vocationally oriented classes. The enrollment figures reflect those students enrolled in vocationally oriented classes rather than only those enrolled in vocationally funded programs or only taught by vocationally certified teachers. (CML)

ED 311 336 CG 021 950

Sartain, Harry W.
Nonachieving Students at Risk: School, Family, and Community Intervention.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3074-5, $7.95).
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Dropout Prevention; Elementary Secondary Education; Family Role; *High Risk Students; *Intervention; *Low Achievement; Potential Dropouts; Prevention; School Community Relationship; School Role
The problems of at-risk students are discussed in this document. The first chapter defines nine categories of students at risk: limited background attainments; personal development difficulties; physical deprivation; disease and illness; neglect or abuse; emotional handicaps nonscholarly tendencies; substance addiction; and antisocial tendencies. The second chapter describes factors leading to at-risk students' problems, including personal/psychological factors; family environment factors; community environment factors; and school environment factors. Actions to take with students at-risk are discussed in the third chapter. Suggestions are provided for activities or programs in the areas of identification; referral to specialists; caring and mentoring; providing individual success through adapted instruction; cooperative learning; recognizing and rewarding progress; and strong programs on substance dependency. Parent involvement in preventing and promoting student problems is discussed in the fourth chapter. Finally long-term prevention planning in the areas of early childhood programs, humanizing schools to meet individual needs, and character and cultural development is discussed. The bibliography includes 264 references. (ABL)

ED 311 432 CS 211 996

Mitchell, Tom; List, Karen K.
Ray Stannard Baker and the Spirit of Democracy, 1900-1910.
PUB DATE- Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Capitalism; *Democracy; *Journalism History; Labor Relations; Racial Bias; Racial Discrimination; Religion; United States History
IDENTIFIERS- *Baker (Ray Stannard); Journalism Research; Journalists; *Muckraking
The early years of the twentieth century, years when the forces of capitalism tested the nation's will to keep the promises of democracy for all citizens, represent a time of national moral and intellectual lethargy. The muckraking movement sought to instill in the American mind a sense of outrage by exposing the evils of the new social order. If the American people could be made to understand the plight of those being trampled by the nation's amorphous social, political, and economic institutions, the Muckrakers believed, the people would implement the necessary reforms via the democratic process. Many of these journalists, especially Ray Stannard Baker, saw democracy as more than a political apparatus; they saw it as a force for establishing a social morality. Baker's vision of an American democratic structure, or "New Democracy" led to muckraking investigations on labor-capital relations, racism, and religion, during the years 1900-1910, the golden age of muckraking. In the same way that capitalism set no limits on the amount of wealth an individual could acquire, so Baker believed that the promises inherent in American democracy would allow the human spirit to evolve to greater, as yet unforseen heights. Baker's ideal democratic state would instill in its citizens a commitment to service to humanity and society, a desire to maintain the highest educational standards, and the spirit of unselfish brotherly love. (Seventy-seven notes are included.) (MS)

ED 311 494 CS 506 809

Novak, Glenn D.
Selecting and Coping with College Interns in Radio.
PUB DATE- Apr 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Broadcast Industry; Communications; Higher Education; *Internship Programs; Journalism; *Journalism Education; On the Job Training; *Radio; Student Experience
IDENTIFIERS- Broadcast Journalism
There are several areas within radio for a college intern. An internship in sales becomes highly useful in exposing the student to the financial end of the business since many college broadcasting programs emphasize production, journalism, and law. Although there are many students who enjoy working in production, many of the smaller stations do too little production to warrant an intern assigned specifically to this area, and many interns become engrossed with the fancy equipment. A college intern can be useful to a radio station's music director, although most music directors agree that a full-time intern slot would be difficult to fill in music alone. The motivated student can learn a lot more in the local radio news internship than in any college broadcast journalism course. Some of the problems which arise with college interns involve long-range career goals, attitude problems, and reliability. Unrealistic expectations on the part of both the intern and the broadcaster can also create problems. Some items to keep in mind when considering a college student for an internship include the following: treat the prospective intern as a regular candidate for employment; conduct a traditional interview; feel free to subject the student to some sort of practical test; and do not hesitate to reject applicants or fire one you have already hired. All parties involved--station manager, intern, and professor--must be willing to communicate their desires and fears in a legitimate effort to keep expectations high and yet realistic. (MG)

ED 311 511 CS 506 841

Jordan, Amy B.
The Role of the Mass Media in the Family System: An Ethnographic Approach.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Ethnography; Family Characteristics; Family Environment; Family Life; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; Socioeconomic Status; Time
Using a theoretical framework known as family systems theory, an exploratory study in progress is examining the role of media in the home. Three areas representative of the research are: (1) the place of mass media in the roles of the individual family members; (2) how the media regulate interactions between family members; and (3) the function of the media in structuring the temporal environment of the home. Data from observations and interviews were organized by looking at between-family differences, within-family differences, and between-media differences. Some preliminary results of the research on socioeconomic status (SES) differences related to time use have indicated that high SES families tend to be monochronic and low SES families tend to be polychronic. A second element of the analysis is the way in which family roles get played out in the media patterns of the home. The mother's media use reflects her "manager" role. Fathers typically use media to the exclusion of other activities. When looking at sibling roles, the media patterns and preferences of the oldest often dictate the patterns of the younger. A third domain of family life is that of interaction within the home. Media content is used by all families as a fodder for discussion about particular family issues. The research spotlights the notion that context is important in understanding media effects, and attempts to fill in a theoretical vacuum in the understanding of the role of the media in family life. (Sixteen references are attached.) (MG)

ED 311 158 CE 052 888

Homans, Hilary; And Others
Learning about AIDS. Interim Materials. Participatory Health Education Strategies for Health Educators with a Responsibility for Adult Education about AIDS and Update.
AIDS Virus Education & Research Trust, Horsham (England).; Health Education Authority, London (England).
PUB DATE- 87
AVAILABLE FROM- AVERT, P.O. Box 91, Horsham, West Sussex RH13 7YR, England.
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disease Control; Foreign Countries; Health Activities; *Health Education; *Health Materials; Health Programs; *Health Promotion; Sex Education; Studer Participation; Venereal Diseases
IDENTIFIERS- England

Intended for those who are responsible for educating other educators about AIDS (Acquired Immune Deficiency Syndrome), these materials are designed to result in learner-centered instruction about AIDS--helping students of all kinds explore their own anxieties about AIDS and consider the implications of factual information for their own behavio and lifestyles. The first chapter introduces the materials. The secon chapter gives a rationale for a learner-centered approach to the teaching of AIDS and includes a brief overview of the AIDS epidemic a a description of several styles of health education. The third chapte provides statistics about AIDS; professional and medical explanations of AIDS; lay explanations of AIDS; and information on its transmissio the human immunodeficiency virus (HIV) antibody test, life-styles conducive to AIDS transmission, and therapies and medical treatments. The fourth chapter contains eight exercises that have been developed and pilot-tested with more than 200 participants in Learning about AI courses in England. Included is information on time and resources needed, instructions on how to run the exercises, and advice on how t handle specific student responses the exercises are likely to elicit. The fifth chapter offers guidelines for developing and evaluating the and other learner-centered materials. The sixth chapter lists printed and human resources available in England. A 1988 statistical update i appended. (CML)

ED 311 202 CE 053 132

Bedard, Rene, Ed.
Proceedings of the Annual Conference of the Canadian Association for the Study of Adult Education = Les actes du congres annuel de l'association canadienne pour l'etude de l'education des adultes (8th Cornwall, Ontario, June 1-30, 1989).
Canadian Association for the Study of Adult Education, Guelph (Ontario).
PUB DATE- Jun 89
NOTE- 363p.
LANGUAGE- English; French
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Adult Literacy; Computer Assisted Instruction; *Distance Education; *Educational Technology; Federal Legislation; Foreign Countries; Higher Education; Illiteracy; Program Administration; Sex Differences; Telecommunications
IDENTIFIERS- Canada; *Workplace Literacy

This proceedings contains 23 papers in French and the following 45 papers in English: "Arthur Lismer" (Barer-Stein); "Bootstrapping and Shoestringing to Academic Respectability" (Baskett); "Teaching by Teleconference" (Boak, Kirby); "Doing What Is Possible" (Butterwick); "Connections between Individual and World Peace" (Fallis et al.); "Federal Legislation and Adult Education" (Chaytor, Berard); "Adult Student Attrition at Post-Secondary Institutions" (Cleveland); "On Adult Education in Academia" (Collard, Collins); "Native Indian Adults in a University Academic and Support Program" (Conchelos); "Computer-Mediated Communication in Distance Education" (Conrad, Archer); "Gender Discrimination in Community Development" (Cruikshank); "Telecommunications and the Adult Learner" (Dillon); "Reaching the Adult Learner through Television" (Dillon, Ryan); "Study of Alumni fro Faculties of Education" (Draper); "Education and Politics" (Dykstra); "Job Search Experiences of Graduates Following the Basic Job Readiness Training Program" (Fallis); "Toward Conceptualizing the Field of Adult Education as a Discipline" (Gillen); "Delivering Postsecondary Distanc Education via Communications Technologies" (Gunawardena); "Social Construction of Aging and Educational Provision for the Older Adult" (Harold); "Adult Transitions" (Helm, Patrick); "Qualitative Feedback i Distance Education" (Hotchkis, Nelson); "Social Impact of Ideas" (Hunt "Graduate Distance Education" (Kirby, Garrison); "Lessons for Manager of Adult Literacy Learning" (Koop); "Psychological Field Differentiation in Teleconferencing" (Leclair); "Personal/Professional Politics in the Development of Adult Education Knowledge" (Long); "Issues in Management of Literacy Programs" (Lusthaus); "Learning in the Workplace for Unskilled Workers" (McEachern); "Teaching-Learning Experiences of Professional Career Changers in Higher Education" (Miller); "Radio and Adult Education" (Nwaerondu); "From Euphoria to Crisis" (Othick); "Addictions Training using Distance Education" (Radway); "Ethical Considerations in Learning at a Distance" (Reed, Sork); "Prior Learning Assessment" (Sansregret); "Supervising and Mentoring" (Savitz); "Schon, Epistemology, and Professional Practice" (Selman); "Instructional Design Considerations in Telewriter Applications" (Shale, Garrison); "Industrial Studies for Trade Unionists" (Spencer); "Workplace Literacy Demands" (Taylor); "Bridging the Gap in Both Directions" (Thomas); "Painters as Predecessors" (Van Gent); "Women, Engineering, and Social Change" (Warren); "Staff Development Program in a Long Term Care Center" (Welsh); "Stimulating Learner Interaction at a Distance" (Wong); and "Facing up to Completio Rates in Distance Education" (Wong). (NLL)

ED 311 290 CE 053 388

Mezel, Jamal Assad; Strong, Merle E.
Consequences of Centralization and Decentralization in Vocational Administration--A Comparison of Vocational Administration in Iraq and United States.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Centralization; Comparative Analysis; *Decentralization; Delivery Systems; *Educational Administration; Federal Government; Foreign Countries; *Government Role; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Iraq; *United States
This paper describes the history, organization, and administration of vocational education in the United States and Iraq, contrasting the highly centralized Iraqi system with the decentralized system in the United States. The paper also compares and contrasts the possible strengths and weaknesses of the two systems in terms of their organization, administration, and potential for efficiency and effectiveness. The paper presents a number of conclusions that point to the centralization of the Iraqi system as being superior in meeting that country's job training needs, but it also points out that Iraq is a small, culturally homogeneous country and that what works there would be much harder to implement in the much larger, culturally diverse United States. Recommendations are made for more local control of vocational education in Iraq and more leadership of vocational education by the federal government in the United States. (KC)

ED 311 320 CG 021 933

Barth, Richard P.
Reducing the Risk: Building Skills To Prevent Pregnancy.
PUB DATE- 89
AVAILABLE FROM- Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
NOTE- 145p.; For student workbook, see CG 021 934. The development of this curriculum was made possible through a grant from the Stuart Foundations.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Contraception; Decision Making; *Interpersonal Competence; Pregnancy; Prevention; Secondary Education *Sex Education; Sexuality; *Venereal Diseases
IDENTIFIERS- *Abstinence

This teacher's guide focuses on ways to prevent teenage pregnancy by teaching and practicing the interpersonal skills necessary to help teenagers abstain or utilize effective contraception methods. The practice in this carefully-tested, 15-lesson curriculum comes in the form of role plays, class discussions, and homework assignments that focus on helping students to improve interpersonal skills and to gain confidence in their ability to manage difficult situations. The introduction states that this distinctly active approach to teenage pregnancy prevention is based on a promising educational model that combines cognitive and social skills training. While providing information about abstinence, contraception, and sexually transmitted diseases, this document blends the facts with a series of skill-building exercises. The curriculum thoroughly covers the advantages of sexual abstinence and encourages teenagers to choose abstinence through several skills integration lessons. For those teenagers who are already sexually active, the curriculum reinforces the use of contraceptives. Homework assignments are included that give students the opportunity to interview their parents or guardians about their attitudes about abstinence and sexuality. The curriculum also provides detailed "Parent Notification and Permission" guidelines for educators, which address informed consent for student participation in the program. (ABL)

ED 311 352 CG 021 967

Gattiker, Urs E.; Larwood, Laurie
Predictors for Career Achievement in the Corporate Hierarchy.
Lethbridge Univ. (Alberta). Faculty of Management.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Career Choice; *Careers; Congruence (Psychology); Employee Attitudes; Foreign Countries; Models; *Predictor Variables; *Success
IDENTIFIERS- Canada

Career achievement can be considered as a subset of career success, but it is not as concerned with the usual measures of success such as financial wealth and prestige as with reflecting the employee's movement through the corporate hierarchy. In this study objective career achievement was defined as referring to what society considers actual achievement, and perceived career achievement as referring to the individual's subjective, personal standards of career achievement. This study investigated the interrelationships between objective and perceived career achievement and career choices, success criteria, family variables, and demographics. It also examined vocational congruence between career and the individual. The congruence model was tested using both objective and subjective measures. Subjects (N=215) were managers from a variety of organizations. Analyses indicated that demographic and family variables relate to individual perceptions of career achievement as well as to objective indicators of career achievement within a corporate hierarchy. While the applicability of the general congruence model in career research seems limited based on this study's results, the functional congruence model is supported with the data obtained. (Author/ABL)

ED 311 415 CS 009 807

Pace, Gwyn L.
Rationale and Guidelines for a Literature-Enriched Reading Program in 6th Grade.
PUB DATE- Aug 89
NOTE- 40p.; Paper presented at the Issues in Education Research Colloquia (Murray, KY, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Childrens Literature; *Grade 6; *Instructional Effectiveness; *Instructional Improvement; Intermediate Grades; Middle Schools; *Reading Instruction; *Reading Materials; Reading Material Selection; Reading Processes; Reading Research; Reading Skills; Reading Teachers; Sociocultural Patterns
IDENTIFIERS- *Literature Enriched Reading Program
Based on a review of the research literature, this paper gives a rationale and guidelines for a sixth-grade literature-enriched reading program. The first part looks at social trends and alternative points of view with respect to the problem of those social trends. The second section presents the rationale and the literature review. The third section offers several procedures for, and an analysis of, a literature-based reading program. The paper includes seven behavioral objectives and two surveys to be filled out by the students before and after participation in the program. The paper concludes with a "recipe for reading" with eight elements: sensory, perceptual, sequential, experiential, associational, learning, thinking, and affective. Thirty-nine references are attached. (MG)

ED 311 573 EA 021 344

Kaagan, Stephen S.; Coley, Richard J.
State Education Indicators: Measured Strides, Missing Steps.
Center for Policy Research in Education.; Educational Testing Service, Princeton, N.J.
PUB DATE- 89
AVAILABLE FROM- Publications Order Service, Educational Testing Service, P.O. Box 6736, Princeton, NJ 08514 (Stock No. 239012; $3.75 prepaid).
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Policy; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; *Program Effectiveness; State School District Relationship; State Standards; State Surveys
IDENTIFIERS- *Indicators
This document examines one important means of achieving accountability in a state's education system: the introduction of statewide education indicator systems, monitoring such aspects as the performance of students and the various factors affecting that performance. This report is divided into three sections. The first section describes the genesis of education indicator systems and discusses important definitions and necessary components at both state and local levels. The section provides vignettes of state education indicator systems in four states: Connecticut, South Carolina, New York, and California. The examples of state practices point to areas of concern that must be given attention as indicator systems are developed. The third section presents conclusions and recommendations that focus on multistate or national tendencies. The section closes with five necessary steps that must be taken if state indicator systems are to become useful policy tools at both state and local levels. (25 references) (SI)

ED 311 172 CE 053 016

Jayagopal, R.; Burns, E. P.
World Perspective Case Descriptions on Educational Programs for Adults: India.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 130p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Case Studies; *Community Development; Foreign Countries; *Hospitality Occupations; Job Training; *Literacy Education; Nonformal Education; Outcomes of Education; Program Effectiveness; *Program Implementation; Slums; Voluntary Agencies
IDENTIFIERS- *India

Four adult education programs being conducted in India are described in the case studies in this packet. Two of the projects involve literacy; the third promotes literacy as one part of its community development program, and the fourth trains workers in hotel management and catering technology. The literacy programs are (1) development of a literacy education component as part of the Department of Adult and Continuing Education at the University of Madras and (2) provision of adult basic education for illiterate adults living in the Madras city slums. The community development program is conducted by a voluntary religious agency directed by a Canadian Jesuit priest; it seeks to help the people in Darjeeling take better care of their health, to promote problem-solving skills, and to provide literacy education using a problem-centered approach. In the fourth program, the Ministry of Tourism promotes instruction in hotel and food service technology at various levels of proficiency; graduates earn certificates, diplomas, or degrees. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidlines for contributors.) (KC)

ED 311 186 CE 053 030

Isinika, Aida
World Perspective Case Descriptions on Educational Programs for Adults:
Tanzania.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 108p.; This series includes thirty-two documents (CE 053-003-034)
covering Argentina to Yugoslavia. The first 78 pages of each document
are identical introductory matter. Subsequent pages exhibit a variety
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Case Studies;
*Extension Agents; Foreign Countries; *Government Employees;
*Professional Training; Quality of Life; *Rural Development; Rural
Extension
IDENTIFIERS- *Tanzania
The case description of an adult education program in Tanzania
contained in this document is part of a set that reflects a cooperative
effort by adult educators to increase international understanding of
various educational programs for adults in their societal context. A
face sheet provides this information: name, organization, and address
of the person who prepared the case description; program name or title;
type of program; type of organization with which the case program is
associated; and basic characteristics of service. The Training for
Rural Development project described is a comprehensive program to train
government personnel to assist villagers in improving their quality of
life. In addition to the case description, this document includes
information on the World Perspective case study project, indexes of all
cases by country and by category, and guidelines for contributors.
(YLB)

ED 311 216 CE 053 201

The Future of the Skilled Workforce in the Milwaukee Area. Public Hearing (Milwaukee, Wisconsin, April 6, 1989).
Wisconsin State Council on Vocational Education, Madison.
PUB DATE- 6 Apr 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Disadvantaged Youth; *Educational Improvement; Educationally Disadvantaged; Educational Policy; Education Work Relationship; Elementary Secondary Education; *Employer Attitudes; *Futures (of Society); *Labor Needs; School Business Relationship; Skilled Occupations; State Programs; State Standards; *Vocational Education
IDENTIFIERS- *Wisconsin

This document reports testimony presented at a public hearing on the future of the skilled work force in the Milwaukee area. Some of the views held by the Milwaukee-area educators and business and industry leaders were the following: (1) the current skilled labor shortage will continue into the 1990s; (2) many students going through the Wisconsin public school systems do not acquire basic skills to allow them to work or continue their education; (3) human resources with an understanding of technology is the most important element of a skilled work force; (4) disparities between skills needed and skills possessed by the work force have increased; (5) vocational-technical education is a key element in providing the skilled work force necessary for Wisconsin to be competitive in the global market; (6) minority populations have unique problems requiring local flexibility; and (7) partnerships between the educational systems and the private sector greatly enhance programs and services. Analysis of the testimony showed that there is need to ensure that students be prepared for future employment by restructuring the K-12 public school system to enable acquisition of basic skills; by establishing a Wisconsin Technology Center; and by encouraging school systems to promote the acquisition of marketable skills. (KC)

ED 311 231 CE 053 229

Barer-Stein, Thelma
Arthur Lismer, Canada's Artist/Adult Educator: Art as a Lifelong Relationship.
PUB DATE- Jul 89
NOTE- 17p.; Paper presented at the International Conference of Adult Education and the Arts (Oxford, England, July 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Art Education; *Critical Thinking; *Critical Viewing; *Educational Philosophy; Foreign Countries; Rote Learning
IDENTIFIERS- Artists; Canada; *Lismer (Arthur); *Reflective Thinking
This document examines the key elements of Canadian artist Arthur Lismer's life (1885-1969) and depicts his philosophy as an art educator by excerpting his writings. In addition, the paper examines that philosophy against the framework of Barer-Stein's Universal Learning Process to emphasize the difference between "role internalizing" and "reflective internalizing" and to emphasize the implications of an understanding of this difference for arts providers and promoters. The Universal Learning Process has the following phases and themes: (1) being aware, with themes consisting of relevance, curiosity, and enticement; (2) observing, with themes spectator and sightseer; (3) acting or trying out, with themes witness-appraiser, missionary, cluster-judgment, living-the-life; (4) rote internalizing, with themes behavior and feelings that become habitual and the paradox that the more one knows something the less he or she is aware of knowing it; (5) confronting, with themes conflict, withdrawal, and passivity; and (6) reflective internalizing, with themes consisting of a four-fold response to a disturbance of the familiar (hearing/listening, critical recursive reflective/heeding), and paradox. Lismer supported reflective response over passive reception as both the core of teaching art and practicing it in daily life. If arts education provokes and releases the artistic essence in each individual, art appreciation would always be active response, requiring reflection and dialogue between the art and the self. (The document contains a 22-item bibliography.) (CML)

ED 311 246 CE 053 252

Mishel, Lawrence
Better Jobs or Working Longer for Less: An Evaluation of the Research of Marvin Kosters and Murray Ross on the Quality of Jobs. with There They Go Again: Comments on "The Quality of Jobs: Evidence from Distributions of Annual Earnings and Hourly Wages" by Kosters and Ross (July 1988). Working Paper No. 101.
Economic Policy Inst., Washington, DC.
PUB DATE- Jul 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($4.00).
NOTE- 46p.; Paper presented at a National Press Club debate (Washington DC, July 14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employment Patterns; Employment Projections; Evaluation Criteria; Evaluation Methods; *Job Development; *Labor Market; *Research Methodology; *Research Problems; *Wages; Working Hours
Although nearly 14 million jobs have been added to the economy since 1979, there is strong evidence that job expansion has been purchased at the price of lower wages. A number of studies have confirmed this downside to job creation, the most prominent being a 1986 study by Bluestone and Harrison for the Joint Economic Committee. A recent study conducted by American Enterprise Institute economists Kosters and Ross for the United States Department of Labor, however, arrived at conclusions that are radically different: they found neither a disproportionate nor a growing share of new jobs in the low-earnings category, but a rise in the share of jobs with high earnings. A reexaminstion of the Kosters and Ross study concludes that their claims about job quality trends are not supported by their research or by extending their analysis through another year of recovery. Instead, their own data support the general conclusion of the Bluestone and Harrison thesis. Some of the reasons for the disparity include the following: (1) Kosters and Ross focus on the annual wages of all workers, full and part time, and consequently they cannot distinguish between wage growth from people working at higher-paying jobs and that of people working longer hours at lower-paying jobs; (2) their research shows an expansion of low-wage jobs for men--all of the upscaling they find is due to improvements in the annual wages of women; and (3) their estimates shows that midlevel wage jobs shrank, whereas low-wage jobs expanded. (This report contains Mishel's critique of the 1987 report by Kosters and Ross and a critique of the new Kosters and Ross report that was released at the July 1988 Economic Policy Institute seminar.) (KC)

ED 311 367 CG 021 982

Mosatche, Harriet S.; And Others
Girls Are Great. Contemporary Issues: Growing Up Female.
Girl Scouts of the U.S.A., New York, N.Y.
PUB DATE- 87
AVAILABLE FROM- Girls Scouts of the U.S.A., National Equipment Services 830 Third Avenue, New York, NY 10022 ($1.25 each; quantity discount--inquire).
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Children; *Females; Helping Relationship; Individual Development; Mentors; *Self Concept; *Well Being
IDENTIFIERS- *Girl Scouts of the USA

This document is designed to help Girl Scout leaders understand the maturation of girls and how to assist the girls in their development. The information and activities described in this booklet are designed to help girls see themselves in a positive way, understand some of the forces that influence them as they develop, and cope with the stresses they will inevitably encounter. Issues related to physical well-being are discussed, including puberty, physical fitness, nutrition and diet, eating disorders, and obesity. Issues related to psychological factors are described, focusing on self-esteem, body image, and coping with stress. Social, cultural, and institutional factors are discussed, including social roles, sex roles and stereotypes, schools, media, and language. Specific tips for Girl Scout leaders to help girls to grow into healthy, mature women and feel good about themselves are provided. Suggested troop/group activities designed to help build self-esteem, provide positive ways for coping with the stresses of growing up female provide avenues for overcoming sex-role stereotypes, and help girls to enjoy being female are described. These activities are grouped by Scouting levels. Links to Girl Scouting programs are given and a resource list of organizations is provided. Supportive materials for girls and adults are listed. (ABL)

ED 311 382 CG 021 997

Boyd, Vivian; And Others
A Noncognitive Workshop Series for Black Male Freshmen. Research Report #15-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 10p.; A product of the Counseling Center Retention Study Group.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Career Planning; *College Freshmen; Delay of Gratification; Goal Orientation; Higher Education; *Intervention; *Males; *Program Effectiveness; *School Holding Power; Self Concept; Self Evaluation (Individuals)

Retention rates for black students at predominantly white campuses are consistently and disappointingly low, much more so than for white students. There is some evidence for black males that noncognitive variables are more predictive of academic success than the more traditionally used cognitive variables. In this intervention which was designed to improve retention, a workshop series was conducted focusing on the following noncognitive variables: (1) having strong self-concept (2) having potential to appraise oneself realistically; (3) ability to understand and deal with racism; (4) preferring long-term goals over short-term goals; (5) having a strong support person; (6) having had leadership experience before going to college; (7) having a well-defined career goal; and (8) having demonstrated some kind of community service. Subjects were black male second-semester freshmen, 15 of whom participated in at least one workshop (treatment group), 20 of whom were interested but did not show (no-show group), and 49 of whom were never contacted (control group.) The results indicated that students who participated in at least one workshop did not differ significantly in retention rate from either those who indicated interest but no-showed or from the control group. Future applications should be preceded by identification of students who have low scores on several non-cognitive variables. (ABL)

ED 311 448 CS 212 092

Sanscore, Joseph; Alio, Al
Computer Applications: A Schoolwide Innovation.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autoinstructional Aids; Computer Assisted Instruction; *Computer Oriented Programs; Computers; Courseware; Educational Technology; Grade 7; Grade 8; Junior High Schools; Middle Schools; *Word Processing
IDENTIFIERS- *Computer Integrated Instruction; English Teachers; New York (Long Island)
An effort to implement a schoolwide innovation concerning computer applications begun in the English Department of the Hauppauge Middle School on Long Island, New York, is described. The program was proposed and implemented through a series of meetings, discussions, workshops, and orientations for teachers and administrators. English teachers, who attended workshops to refine their knowledge and to update the previously developed curriculum, were each assigned to four English sections and to one computer applications session which provided students with worthwhile exposure for ten weeks of the school year. The primary goals of the applications course were to teach children in seventh and eighth grade the current methods of word processing, to develop their skills with the data base, and to keep students up to date with regard to the role of computers in their world and society at large. The seventh graders were introduced to keyboarding, word processing, basic graphic techniques and data base systems. Students in the eighth grade first took a review course and then, with the cooperation of teachers from other disciplines, produced reports which were recognized for credit in both the computer laboratory coursework and other subject areas. Students also produced brief research papers using written resources and computer facilities of the library media center. Positive feedback from administrators and faculty, as well as students, attest to the success of this program. (KEH)

ED 311 463 CS 212 112

Ney, James W.
Teaching English Grammar Using Collaborative Learning in University Courses.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Classroom Research; *English; English Instruction; *Grading; *Grammar; Higher Education; *Peer Evaluation; School Surveys; Student Participation; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods; *Teaching Models
IDENTIFIERS- *Collaborative Learning; Student Centered Assessment; Student Cooperation
A study examined the effectiveness of a collaborative learning model for the teaching of a modern English grammar class at the college level. The model involved student presentations based on the explanation of material from assigned readings in the texts; daily quizzes on the material from the assigned reading; and peer grading of the daily quizzes and exams with the instructor spot checking for accuracy of grading. Student attitudinal surveys revealed a slightly negative perception of students on the whole toward the conduct of the class as measured during the spring of 1989 but a positive perception as measured during the summer of 1988. However, the positive perceptions that students have of their own involvement in the educational process counterbalance the negative perceptions. Perhaps an even greater positive aspect of the collaborative learning model is the discipline that it introduced into the educational process, resulting in a more adequate mastery of the subject matter and manifesting itself in better classroom attendance. (Ten tables of data and one figure are included; an appendix containing the Attitudinal Survey and 35 references are attached.) (KEH)

ED 311 479 CS 506 706

Toth, Elizabeth Lance
Whose Freedom and Equity in Public Relations? The Gender Balance Argument.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equal Opportunities (Jobs); *Models; *Public Relations; Research Problems; Sex Bias; Sex Differences; Sex Discrimination; *Sex Role
IDENTIFIERS- *Feminist Criticism; Professional Concerns
Unequal treatment, unequal value and unequal power are three aspects of the gender balance argument in public relations. The few models describing how public relations is practiced do not distinguish the component parts on the basis of gender. Such models do not consider the men and women in the intra-institutional processes as processors of public relations; nor do they take into account the men and women who attempt to impact intra-institutional decisions about the public relations process. Women and men are also processors of public relations in an inter-institutional context, within the political, legal, economic, and educational contexts of a culture. Both men and women make up publics for the intended effects of public relations activity. How gender is determined in the process of public relations should be considered in efforts to make models of the process more descriptive than current models claim to be. With more attention to how ideology and research function for what is still typically a masculine-dominated world view, the assumptions of the call for gender balance in public relations can better be understood. Understanding of the public relations role in organizations may also be enriched. (Two figures are included, and 40 references are attached.) (MG)

ED 311 527 EA 021 167

Halal, William E.
One World: The Union of a New Capitalism and a New Socialism.
PUB DATE- 89
AVAILABLE FROM- Publications, World Future Society, 4916 Saint Elmo Avenue, Bethesda, MD 20814 ($16.95).
NOTE- 17p.; In: The Future: Opportunity Not Destiny. Bethesda, Maryland World Future Society, 1989. p36-51.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; Communism; Culture; *Economics; Elementary Secondary Education; Futures (of Society; *Global Approach; Governmental Structure; *Political Influences; Politics; *Socialism
IDENTIFIERS- *Free Enterprise System
After decades of bitter conflict between capitalism and socialism, the current technological revolution is driving these two major systems of political economy toward a unified but diverse global order. International trade is growing at twice the rate of domestic trade, competition across national borders is intense, and telecommunication networks encircle the globe. Knowledge is beginning to be harnessed by the computer, accelerating the historical tendency of nations to move toward democratic governance. A more sophisticated political economy is developing, where democracy and enterprise have extended into new economic areas and are uniting to form an unusual synthesis of cooperation and competition. Differences in capitalism and socialism result largely from cultural preferences rather than the superiority of either system. Many nations are committed to socialism because of the flaws they see in capitalism, and, conversely, capitalism is attractive to many others due to the problems in socialism. The key solution focuses on redefining enterprise to incorporate social controls at its grassroots. The resulting economy would serve the public welfare while simultaneously permitting entrepreneurial freedom. Because this concept unifies both ends of the political spectrum, it could prove to be a powerful combination of both economic and social values. (11 references) (KM)

ED 311 543 EA 021 310

Daresh, John C.; Playko, Marsha A.
The Administrative Entry Year Program in Ohio: A Resource Guide.
PUB DATE- Oct 89
NOTE- 101p.; Project paper of the Ohio Lead Center, Westerville, Ohio.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptiv
(Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary Secondary Education;
Improvement Programs; *Inservice Education; *Management Development;
Mentors; Professional Development; Professional Training; *Program
Design; *Program Development; Program Evaluation; Staff Development
IDENTIFIERS- *Entry Year Programs; *Ohio; Ohio State Department of
Education
In nine chapters, this guide provides planners of professional development programs for school administrators, directors, and supervisors with background information for assistance with the design of local entry-year programs and activities by employing school systems. In chapter 1, the legal basis for entry year programs is examined through a statement of the Ohio Department of Education Standard in which these learning experiences are mandated. The researc bases for the development of induction programs for beginning administrators are presented in chapter 2. A discussion of the development of programmatic wholeness and integrity is covered in chapter 3 for the purpose of indicating how entry-year programs might be able to fit other school district inservice and professional development activities. Chapter 4 reviews a model for developing an entry year program and offers an outline to assist planners of entry year programs with design, adoption, and eventual evaluation of a written entry year support plan. Chapter 5 considers curricular relevancy issues directly related to design and implementation of plan for the induction of administrators, with particular attention to mentoring arrangements. Chapters 6, 7, and 8 describe the mentoring an protege components of entry-year programs. Chapter 8 specifically focuses on curricular issues associated with the development of mentor training programs that might be established throughout the state of Ohio. Assisting planners with assessment procedures for their entry-year programs is discussed in chapter 9. Particular attention is placed on the use of the Ohio Department of Education model for the evaluation of its own inservice programs. (JAM)

ED 311 261 CE 053 269

State of Montana Employer Needs Survey.
Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Demand; *Educational Supply; Employer Attitudes; *Employment Practices; *Needs Assessment; *School Community Relationship; State Surveys
IDENTIFIERS- *Montana

This document summarizes a needs assessment study of Montana businesses conducted in 1988 to provide direction for future planning and development in the state's vocational programs. The document begins by giving a rationale for the study and describing the mailed survey instrument used. (Sixty-six usable instruments were returned from a sample of 350, for a rate of 19 percent). Then the document reports the results of the survey's questions regarding the following: (1) whether work experience is required of new employees; (2) whether technical training is required; (3) whether training is provided for new employees; (4) whether ongoing training is provided; (5) whether it is difficult to find qualified employees; (6) whether employees are encouraged or sent to attend a college or technical school in Montana; (7) whether employees have been recruited from vocational-technical schools or colleges in Montana; (8) whether the firm participates in an apprenticeship program; (9) whether new employees undergo a testing procedure; (10) whether the demand for more highly skilled workers is increasing; (11) whether the firm has a high turnover rate due to inadequate training; (12) whether a considerable growth rate is expected; (13) whether the firm would participate in a cooperative education program; (14) the importance of basic education skills; (15) the desirable level of education for new employees; and (16) how new employees are obtained. The document concludes with copies of the instrument and letters that accompanied it. (CML)

ED 311 275 CE 053 301

Basic Graphic Arts. Curriculum Development. Bulletin No. 1777.
Northwestern State Univ., Natchitoches, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. o
Vocational Education.
PUB DATE- 86
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Competence;
*Competency Based Education; Course Content; Educational Resources;
*Graphic Arts; High Schools; Layout (Publications); Learning
Activities; Occupational Information; *Photocomposition; *Photograph
*Printing; Teaching Methods; Trade and Industrial Education; Units
of Study; Vocational Education
IDENTIFIERS- Louisiana

This curriculum guide was developed to help trade and industrial education teachers (especially in Louisiana) improve their graphic art course. The guide provides a course description and content outline fo a 1-year course to be taught in grades 10-12. Preliminary matter includes a course flowchart, prerequisite, goals and objectives, time frame, and course outline. The guide contains 20 units that cover the following topics: orientation and safety; the graphic arts industry; type styles; planning, design, and layout; composition methods; proofing type composition; copy preparation for process photography; process camera and darkroom procedures; letterpress image carriers; letterpress imposition; letterpress image transfer; lithographic imposition; lithographic image carriers; lithographic image transfer; screen printing; finishing and binding; pulp and paper manufacturing; printing ink; graphic arts career opportunities; and photography. Each unit teaching guide consists of objectives, topics, student activities teacher activities, and resources. A list of audiovisual sources and a 7-item bibliography are included. (KC)

ED 311 291 CE 053 389

Development of Financial Skills. Successful Living Skills.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue Stillwater, OK 74074 (Order No. BS1004: $20.00).
NOTE- 293p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Budgeting; *Consumer Protection; *Credit (Finance); *Financial Services; Income; Instructional Materials; Learning Modules; *Money Management; Outcomes of Education Postsecondary Education; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- Oklahoma

This module is designed to introduce students to the financial system and to ways of securing a positive financial position through proper budgeting, balancing, and spending of monies earned. The module also provides information on students' rights as consumers and how to protect themselves in the marketplace. This module is appropriate for all secondary and postsecondary students. The module contains six instructional units: Earning Money; Managing Money; Spending Money; Protecting the Consumer; Using Financial Services; and Securing Credit. Each unit follows a standard format that includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction. All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process. Units of instruction are designed for use in more than one lesson or class period of instruction. (NLL)

ED 311 305 CE 053 428

Entrepreneurship. Curriculum Development. Bulletin 1815.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Educational Objectives; *Entrepreneurship; Instructional Materials; Learning Activities; Marketing; Secondary Education; *Small Businesses; State Curriculum Guides

This curriculum guide is designed for teachers of marketing education to provide junior and senior students with information and procedures useful in beginning small businesses (entrepreneurship). The guide contains basic information and activities that can be used by the teacher to teach a 2- to 3-week unit. The length of the unit will be determined by the depth of any business plans required. The instructional unit includes (1) Introduction; (2) Competencies; (3) General Performance Objectives; (4) Specific Performance Objectives; (5) Methodology; (6) Suggested Interest Approaches; (7) Unit Outline; (8) Specific Performance Objectives and Learning Activities; (9) Reference Material; (10) Appendices; (11) Sample Entrepreneurship Test; and (12) Bibliography. (NLL)

ED 311 337 CG 021 951

Gillis, H. Lee, Ed.; Sirmans, Amanda, Ed.
Student Reviews of Selected Current Articles in Adolescent Psychology: Academics, Developmental Issues, Psychopathology, Sexual Behavior, Substance Abuse, and Suicide.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Achievement; *Adolescents; College Students; Evaluation Methods; Higher Education; Individual Development; Pregnancy; Psychopathology; Sexuality; Substance Abuse; Suicide; *Youth Problems
Critical annotations of articles written in 1988 or 1989 and selecte from "PSYCHSCAN: Clinical Psychology" are presented in this document. The annotations were written by college students in an undergraduate adolescent psychology class. The annotations are clustered under the following topics: (1) academics, including learning disabilities, slee disturbances, restructuring middle schools, gender differences, and computers; (2) developmental issues, including coping skills, social relationships, effects of marital transitions, health care, and mental development; (3) psychopathology and assessment, including antisocial behavior, bulimia, depression, and attention deficit hyperactivity disorder; (4) sexual behavior and teenage pregnancy; (5) substance abuse; and (6) suicide, including etiology and prevention. Many of the annotations compare the article to material from the students' textbook. Thirty-five annotations are included. Each section has a brief summary of the issues surrounding the topic and general conclusions of the students. (ABL)

ED 311 398 CS 009 778

Hull, Starr; Shaw-Baker, Margaret
Questions Good Teachers of Reading Should Ask.
PUB DATE- 89
NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making Skills; Elementary Education; Instructional Effectiveness; Models; *Questioning Techniques; *Reading Instruction; *Reading Strategies; *Reading Teachers; *Teacher Effectiveness; Teacher Student Relationship

Good teachers of reading should ask questions which link the research knowledge base in reading, effective teaching, and learning with proficient decision-making skills. These questions should focus on the content to be taught, the behaviors of the student, and the behaviors of the teacher. Content questions address central concepts, prior knowledge needs, strategies to be taught, difficult vocabulary, inferential questions to be asked, and ways to integrate other subjects in the curriculum. Questions concerned with learning behavior of the student are aimed at discovering in which mode the student learns most easily and how the student will show understanding of what has been learned, and of the skills which aid comprehension. Behavior of the teacher questions address how to determine the student's prior knowledge, building background knowledge, teaching comprehension strategies, incorporating principles of motivation and practice, managing instructional time, providing immediate and continuous assessment upon which to base future decisions, integrating subjects, reading orally to the students, and providing silent reading time. All these questions serve as the basis for a model lesson. By implementing the decisions reached after this questioning process, teachers will transfer control of the reading reasoning process from themselves to their students. This will promote the development of students as active constructive, strategic, fluent, and motivated readers. (MG)

ED 311 416 CS 009 808

Sanacore, Joseph; Alio, Al
Reading, Writing, and Storytelling: A Bridge from the Middle School to the Preschool.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Childrens Literature; Creative Writing; *Educational Cooperation; Intermediate Grades; Kindergarten Children; Middle Schools; Preschool Children; Reading Writing Relationship; *Story Grammar; *Story Telling; Text Structure
IDENTIFIERS- New York (Long Island); *Story Telling by Children; *Stor Writing
Students at Hauppauge Middle School are writing original children's stories and then telling these stories to preschool children. Before middle school students begin writing their stories, they participate i activities to help them develop a sense of their intended audience. As students write their stories, they work in small groups to discuss their developing stories in the context of activities and focus on story characteristics supporting the structure of text and on story devices reflecting aspects of language. The entire instructional emphasis is on guiding the process rather than on correcting the product. When the stories are completed, volunteers learn storytelling techniques. The creative writing unit and the storytelling activities represent a rewarding bridge from the middle school to the preschool. Hauppauge High School sponsors a preschool program through its home economics and careers department. Older and younger children benefit from their creative involvement, the teachers also gain useful insight about the importance of language stimulation for young children. Observation of the young children who are active in the program is continuous, and their parents, as well as participating middle school students and teachers, are surveyed. Findings show that most of the preschool children read more books, select a wide variety of materials maintain a desire to read, and tell their own stories. The middle school students increase their sensitivity for communicating with a unique audience and they report an improved awareness of children's ability to use and appreciate language. (Three figures are included.) (MG)

ED 311 495 CS 506 811

Albarran, Alan B.
Competition in the Pay Cable Industry.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; *Cable Television; *Competition; Mass Media; *Programing (Broadcast); Television Research; *Videotape Recorders
IDENTIFIERS- *Pay Television
This paper analyzes the state of competition in the pay cable industry. The analysis conceptualizes competition in pay cable and discusses the current structure of the pay cable industry and the competition for subscribers and programming. The competition for audiences that pay cable faces from both pay-per-view services and th video cassette recorder (VCR) is also reviewed. Future speculation on the competitive structure of the pay cable industry is included in a summary analysis. The paper concludes that the continued diffusion of the VCR, coupled with the expansion of the pay-per-view industry, add to the competition for audiences between the communication industries Three figures are included, and 42 references are appended. (MS)

ED 311 558 EA 021 329

Cline, H. D.; And Others
The Reform of School Administrator Preparation: The Western Kentucky University Model.
PUB DATE- Oct 88
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Administrators; *Educational Change; Elementary Secondary Education; Higher Education; Leadership Qualities; *Principals; Public Schools
IDENTIFIERS- *Western Kentucky University
The myriad of educational reforms directed toward increased quality will drastically change the responsibilities of school principals. To make a consequential contribution to improving the effectiveness of public school education in Kentucky by preparing more effective leaders for administrative positions, a new principal preparation program at Western Kentucky University was developed. The program, designed to encompass the tenets of national reform and to accommodate the state-mandated educational requirements, allows prospective administrators to decide among the three certification levels (early elementary, middle school, and secondary). Additionally, students may select from the following specializations: supervisor of instruction, director of pupil personnel, school business manager, or school superintendent. The primary ingredients of the program include a generic study of administration, a study of the technical aspects of educational administration, a knowledge and application of research findings, the opportunity for supervised practice, and finally, the demonstration of competence. A skill matrix that graphically illustrates the components of the program and their relationship to each other is included. (18 references) (KM)

ED 311 159 CE 053 003

Hernandez, Isabel
World Perspective Case Descriptions on Educational Programs for Adults
Argentina.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 107p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documer
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; Case Studies; Developir
Nations; *Educational Gerontology; *Educationally Disadvantaged;
Educational Opportunities; Foreign Countries; *Illiteracy; *Older
Adults; Program Development
IDENTIFIERS- *Argentina; *Latin America
This document consists of two case studies of adult education in Argentina: (1) Adult Education--Governmental and Nongovernmental Actic in Latin America and (2) Education and the Elderly Population in Argentina. Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The first study compares illiteracy in 21 Latin American countries, describes illiteracy in Argentina, and argues that Latin American illiteracy cannot be eliminated as though it were a technical problem but requires a different pattern of economic development that is more solid and more just. The second paper describes the elderly of Argentina and their education levels; asks why there are so few programs, why only about one percent of elderly people have access to educational opportunities, what types of programs appeal to senior citizens, and what is the likelihood of such educational programs beir expanded; analyzes a few education programs for the elderly; and offer conclusions. (The conclusions are that, given the lack of specific programs for the elderly, other programs appear to be good alternative examples; programs specifically for the elderly must integrate learnir activities with entertainment and artistic and creative activities; th programs should be held during the day and should provide for socialization among the elderly; and the elderly will be willing to attend programs that meet their needs.) A bibliography that consists c 28 Spanish references concludes the document. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CM)

ED 311 353 CG 021 968

Down These Mean Streets: Violence by and against America's Children. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 16 May 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
NOTE- 173p.; Portions contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Children; Delinquency; Hearings; Victims of Crime; *Violence; *Youth Problems
IDENTIFIERS- Congress 101st

The text of a Congressional hearing on violence involving children is presented in this document. An opening statement by committee chairman Representative George Miller introduces the topic. Statements are presented by Representatives Charles Hayes and Thomas J. Bliley, Jr. Testimony by the following witnesses is included: (1) Carl C. Bell, director, Community Mental Health Council, Chicago, Illinois, appearing on behalf of the American Psychiatric Association; (2) Delbert S. Elliott, professor of sociology, Institute of Behavioral Science, University of Colorado, Boulder, Colorado; (3) Gregory A. Loken, executive director of the Institute for Youth Advocacy and senior staff attorney at Covenant House, New York City, New York; (4) Deborah Meier, principal, Central Park East Secondary School, East Harlem, New York, New York; (5) Jacqueline Simms, acting commander, youth division, Metropolitan Police Department, Washington, D.C.; (6) Howard Spicak deputy commissioner, Massachusetts Department of PUblic Health, Boston, Massachusetts; (7) Reggie B. Walton, associate judge, Superior Court of the District of Columbia, and nominee for associate director, Office of National Drug Control Policy, Washington D.C.; and (8) Karl Zinsmeister adjunct research associate American Enterprise Institute for Public Policy Research, Washington, D.C. Prepared by these witnesses are included, as well as a letter by Deborah Prothrow-Stith, Commissioner of Public Health, Boston, Massachusetts. (ABL)

ED 311 433 CS 212 004

Chan, Ming K.; Lau, Tuen-yu
Dilemma of the Communist Press in a Pluralistic Society: The Case of Hong Kong.
PUB DATE- Aug 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Communism; Competition; Foreign Countries; *Mass Media Role; *News Media; Political Influences; Press Opinion; Theories
IDENTIFIERS- China; *Hong Kong; Journalism Research; *News Sources
Through three real-life examples in and involving Hong Kong during the period from June 1987 to November 1988, this paper analyzes the impact of competition and availability of alternative news sources on the conduct and performance of the communist press in the pluralistic society of British colonial Hong Kong--a media-rich metropolis over which the People's Republic of China (PRC) will resume sovereignty in 1997. The paper provides a case study of the co-existence of the capitalist and socialist press in a "one country, two systems" model not found in the traditional four theories of the press, since the communist press is actively participating in shaping Hong Kong's future. The paper reveals some critical areas of PRC-linked press in Hong Kong in balancing its dual roles as the official mouthpiece of the PRC establishment and as an accurate information transmitter serving the interests of the people of Hong Kong. The paper also illustrates how the communist press journalists, sandwiched between these two masters, attempted to perform their task professionally compared with the local press in Hong Kong. (Sixty-nine footnotes are included.) (RS)

ED 311 512 CS 506 842

Chang, Tsan-Kuo; And Others
Determining Nonresponse in Survey of Newspaper Editors.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989). Study supported in part by an RCA grant fro the College of Graduate Studies, Cleveland State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Data Collection; Discriminant Analysis; *Editors; Higher Education; *Mail Surveys; National Survey *Newspapers; Occupational Surveys; *Research Methodology; Statistical Bias
IDENTIFIERS- Journalism Research; *Nonresponse Bias; *Response Rates (Questionnaires)
In survey research, nonresponse has been one of the major concerns about survey accuracy and validity. A case in point is the increasing use of surveys in mass communications research; much previous research has dealt with nonresponse among the general public, but little is known about nonresponse in special subgroups in the population where any bias caused by nonresponse may have significant effects on the conclusions derived from the data. As part of a larger project, a stud used a multivariate approach to determine nonresponse bias, if any, in a national survey of newspaper editors. A six-page closed-ended questionnaire was sent to 540 newspaper editors around the United States and received a 52% response rate after three mailings. Discriminant analysis examined the differences between respondents and non-respondents with respect to several intra- and extra-media variables simultaneously. Results showed that nonresponse does not necessarily cause a severe, significant bias in terms of some market and organizational characteristics of the newspapers selected in the sample. The major reason for nonresponse appeared to be related to newspaper editors' lack of time in the newsroom. These findings suggest that a well-designed and carefully executed mail survey is still the best and least expensive alternative for researching American journalists. (Four tables of data are included, and 29 references are attached.) (SR)

ED 311 574 EA 021 345

Newton, Anne E.; And Others
Implementation of a Northeast Regional Credential for Educators in New England and New York. A Policy Group Issue Brief.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($7.50 plus $2.50 shipping and handling).
NOTE- 29p.; Paper prepared for the Chief State School Officers of the Northeast and the Steering Committee of the Northeast Common Market Project and presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Certificates; Elementary Secondary Education; *Teacher Certification; *Teacher Education; *Teacher Placement; *Teacher Qualifications; Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS- New England; *Northeast Regional Credential
This document presents the Certification Working Group's proposal for a first step in the creation of the Northeast Common Market--the development of a Northeast Regional Credential (NRC). It is proposed that the NRC will function on the premise that an individual who receives an initial regular teaching certificate could also receive an NRC. The NRC is defined in the first section followed by a description of what it would look like in action, a list of the opportunities it would afford and the issues it presents, such as supply and demand impact, employment opportunities, placement assistance, uniformity in certification requirements, college recruitment, and testing requirements. Included is a review of the actions that have been undertaken to enable the implementation of the regional credential and a brief overview of future considerations. Eight data tables of completed interstate certification contracts and comparability of certificates/endorsements across New England and New York are appended. (SI)

ED 311 187 CE 053 031

Nutbeam, Donald
World Perspective Case Descriptions on Educational Programs for Adults
United Kingdom.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 125p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; *Dietetic
*Disease Control; Foreign Countries; Health Education; *Health
Promotion; *Heart Disorders; Local Government
IDENTIFIERS- *Cardiovascular Disease; *Wales
This case description of an adult education program in Wales is part
of a set that reflects a cooperative effort by adult educators to
increase international understanding of various educational programs
for adults in their societal context. A face sheet provides this
information: name, organization, and address of the person who prepare
the case description; program name or title; type of program; type of
organization with which the case program is associated; and basic
characteristics of service. The project described, Heartbeat Wales, is
a demonstration program to test the feasibility of modifying risk
factors for cardiovascular disease. This health promotion project aims
at changing life-styles, teaching about nutrition, working with local
governments, and involving the medical profession and voluntary
organizations. In addition to the case description, this document
includes information on the World Perspective case study project as
well as indexes of all cases by country and by category. (YLB)

ED 311 217 CE 053 202

Jackson, Cynthia L.; DuVall, Lloyd A.
Designing Programs for Adults--Let's Not Overlook Andragogy.
PUB DATE- May 89
NOTE- 11p.; Paper presented at the Annual Conference on Nontraditional/Interdisciplinary Programs (7th, Virginia Beach, VA, May 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Programs; Doctoral Degrees; *Doctoral Programs; Educational Needs; Graduate Students; *Graduate Study; Higher Education; *Nontraditional Education; Program Effectiveness
IDENTIFIERS- *Nova University FL

Methods that are based on teaching children are not appropriate for teaching adults. As early as 1929, the education literature contained references to successful teachers of adults as those who deviated from "sound" pedagogical practices. The work of Malcolm Knowles solidified the field of adult education and established the term "andragogy" to refer to the most appropriate methods for teaching adults. The need for an andragogy-based approach to education is most critical in advanced levels of education for practicing professionals. However, most graduate-level programs do not meet practicing educators' needs because they are based on "preparation" rather than "practice." The National Ed.D. Program for Educational Leaders was established at Nova University in 1972 in an attempt to meet the needs of administrators who had already earned their Master's degrees and who held appropriate credentials for their positions. Classes were held at locations convenient to students' homes, and research requirements focused on solving problems faced by administrators in their own professional settings. After 18 years, the program thrives. Its graduates hold positions of prominence throughout the country. The program has survived and grown, despite criticism from colleagues in tradition-bound programs, because it recognizes in a fundamental, systematic way, that adults can learn best when andragogy, not pedagogy, drives the structure of the learning process. (KC)

ED 311 247 CE 053 253

Duchin, Faye; Lange, Glenn-Marie
Trading Away Jobs: The Effects of the US Merchandise Trade Deficit on Employment. Working Paper No. 102.
Economic Policy Inst., Washington, DC.
PUB DATE- Oct 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($4.00).
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; Employment; *Employment Opportunities; Exports; Imports; *International Trade; *Labor Force; Labor Market; *Manufacturing Industry; Mathematical Models; Occupational Surveys; *Service Occupations; Wages
A study was conducted to describe the segments of the U.S. labor force that have been affected by the recent deterioration in U.S. trade. The methodology involved computer modeling of the effects of eliminating the 1987 merchandise trade deficit on employment by detailed industry and occupation, by geographic region, and by wage group. This was done by calculating the number of jobs of different characteristics and in different industries that are required for the production of merchandise exports and those that would be required for the domestic production of imports. All computations were made with an input-output model of the U.S. economy using the most recent trade data (1987), providing a consistent framework for simultaneously computing the detailed production requirements of every industry. The advantage of this approach was that it allowed the calculation of all production requirements for satisfying a given bill of final deliveries, in this case, imports and exports. Specific findings were as follows: (1) the record trade deficit in 1987 represented a loss of 5.1 million job opportunities, 2 million of which were lost between 1984 and 1987; (2) 60 percent, or 3.1 million of the total 5.1 million jobs lost, were in manufacturing, and the remaining 2 million jobs were lost in industries closely related to manufacturing, primarily in business services; (3) each of the four regions lost over 1 million jobs because of the trade deficit, with the Midwest and the West each losing 1.4 million jobs; and (4) the wages of the jobs from trade were more likely to be high-wage jobs. The most important conclusions were that the employment effects of the trade deficit are large and more dispersed in the economy than commonly believed. (A 14-item reference list and two appendices, one on U.S. Merchandise Trade in 1987 and one on methodology and classifications, are attached.) (NLL)

ED 311 306 CE 053 430

Marshall, Nancy L.
Women in the Trades: Final Report of a Survey of Massachusetts Tradeswomen. Working Paper No. 195.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 89
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Building Trades; *Employed Women; *Nontraditional Occupations; On the Job Training; *Sex Stereotypes; Sexual Harassment; Skilled Occupations; Surveys
IDENTIFIERS- Massachusetts
A study was conducted jointly by Women in the Building Trades (WIBT) and the Wellesley Center for Research on Women to learn about the experiences of women in the building trades. A questionnaire was distributed at a state conference and mailed to the mailing list of WIBT. All told, 431 questionnaires were distributed, and 131 (30%) were completed and returned, representing about 10% of women in the trades in Massachusetts. All of the women had a high school diploma or equivalent; one in four had some college or business school training; 29% had completed trade school or an apprenticeship, and about as many had a 4-year college degree or more. These women come from all walks of life and are interested in the trades for the same reasons as men--better pay, challenging work, and an opportunity to learn a skill. Almost half came from families whose men were employed in the trades. Many received their training through apprenticeship and on the job. Respondents identified the importance of getting the first job as an important step in entering the trades. Many indicated that their trade meant more independence, financial security, and a greater sense of self-esteem and competence. However, many said that they must continually prove themselves competent and were more likely to experience hostility and harassment. (NLL)

ED 311 321 CG 021 934

Barth, Richard P.
Reducing the Risk: Building Skills To Prevent Pregnancy. Student Workbook.
PUB DATE- 89
NOTE- 49p.; For related document, see CG 021 933.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Contraception; Decision Making; *Interpersonal Competence; Pregnancy; Prevention; Secondary Education; *Sex Education; Sexuality; *Venereal Diseases
IDENTIFIERS- *Abstinence
This document is a student workbook for a program which focuses on ways to prevent teenage pregnancy by teaching and practicing the interpersonal skills necessary to help teenagers abstain or utilize effective contraception methods. It includes worksheets, homework assignments, role plays, quizzes, handouts, and forms to be used in conjunction with the program. Role plays present situations in which teenagers are at risk of pregnancy, sometimes with the full situation disclosed and others which ask the students to complete the responses of the teenagers. Homework assignments include talking to parents about contraception and teenage pregnancy, shopping for contraceptives, visiting a clinic, and imagining how a sexually transmitted disease would affect the teenager's life. Worksheets are provided on the meaning of abstinence to the student, handling crisis situations, birth control myths and truths, self-examination about avoiding pregnancy, and sticking with contraception and abstinence. Handouts are included on possible delaying tactics, situations requiring decisions about contraception, and a vignette about the changes in a girl and boy's relationship. Quizzes are presented on effective refusals and refusing or delaying sex. (ABL)

ED 311 368 CG 021 983

Milgram, Gail Gleason
Employee Assistance: Policies and Programs. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 86
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 23p.; For related documents, see CG 021 984-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Services; *Employee Assistance Programs; Employees; Employer Employee Relationship; *Mental Health Programs; *Quality of Working Life

Approximately six to eight percent of the nation's workers have problems which affect their job performance; without assistance, these problems become worse, affect others, and may have serious consequences to the employer as well. The Employee Assistance Program (EAP) is a pragmatic but compassionate attempt to improve performance by constructing therapeutic strategies to help employees deal with their personal problems. Employee Assistance Programs began in the 1940s with companies providing assistance to employees for alcoholism. In the 1970s programs began to shift their emphasis to encompass a broad range of employee problems. In the 1980s the focus of the programs has changed to employee assistance. The elements of an EAP include assessment, treatment, and continuing recovery program. Both labor and management should support the EAP goal of assisting the employee with a problem because troubled employees affect both management and labor. The major difficulties facing people are alcohol, drug, mental health, marital, family, financial, legal, job, and medical problems. Procedures should be clearly stated. Education, training, review and record keeping are some of an EAP's activities. The success of an EAP is measured by the number of individuals who return to a productive life. An EAP is an essential component for corporations in today's world for humanitarian and economic reasons. (ABL)

ED 311 383 CG 021 998

Henry, Carolyn S.; Ceglian, Cindi Penor
Stepgrandmothers and Grandmothers of Stepfamilies: Role Behaviors, Rol
Meanings, and Grandmothering Styles.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Relationship; Family Structure; *Grandparents;
*Mothers; Parent Child Relationship; *Remarriage; Role Perception;
*Stepfamily
Research on the transition to remarriage and stepfamily formation ha
focused upon sociodemographic factors, the relationship between
remarriage and the well-being of individual family members, and
stepfamily integration. This study examined recently remarried mothers
perceptions of stepgrandmothers' and grandmothers' role behaviors, rol
meanings, and grandmothering styles with their grandchildren and
stepgrandchildren. Subjects (N=62) were women in remarried families.
From the sample of 62 mothers, perceptions of 248
grandmother/grandchild and stepgrandmother/stepgrandchild relationship
were examined. Mothers' perceptions of stepgrandmothers' and
grandmothers' relationships with stepgrandchildren and grandchildren
were assessed using a questionnaire based on Robertson's study of
grandmother/grandchild relations. The results provided considerable
support for the hypotheses that higher levels of role behaviors and
role meaning would be perceived in grandmother/grandchild relations
than in stepgrandmother/stepgrandchild relations. Mothers perceived
differences in relationships with stepgrandchildren and grandchildren
during the early years of stepfamily life. (ABL)

ED 311 449 CS 212 093

Baron, Dennis
Declining Grammar--and Other Essays on the English Vocabulary.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 10738-3020; $9.95 member, $12.95 nonmember).
NOTE- 231p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English; Grammar; Higher Education; *Language Attitudes; *Language Usage; *Lexicology; Linguistics; *Semantics; *Vocabulary
IDENTIFIERS- Words

This book contains 25 essays about English words, and how they are defined, valued, and discussed. The book is divided into four sections. The first section, "Language Lore," examines some of the myths and misconceptions that affect attitudes toward language--and towards English in particular. The second section, "Language Usage," examines some specific questions of meaning and usage. Section 3, "Language Trends," examines some controversial trends in English vocabulary, and some developments too new to have received comment before. The fourth section, "Language Politics," treats several aspects of linguistic politics, from special attempts to deal with the ethnic, religious, or sex-specific elements of vocabulary to the broader issues of language both as a reflection of the public consciousness and the U.S. Constitution and as a refuge for the most private forms of expression. (MS)

ED 311 464 CS 212 113

Savage, David
The Press and Education Research: Why One Ignores the Other.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Colloquium on the Interdependence of Educational Research, Educational Policy, and the Press (Charlottesville, VA, August 11-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Mass Media Role; *Newspapers; *News Reporting; News Writing; Research Methodology
IDENTIFIERS- *Educational Information; Educational Writing; *Media Coverage; News Topics

Arguing that educational research rarely makes it into print, this paper discusses what is wrong with educational research, what is wrong with the press, and offers suggestions for improving the relationship between educational research and the press. The paper argues that (1) education research is badly underfunded; (2) the most pressing questions in education research are often ignored; (3) most of the research comes in bits and pieces; (4) much education research is written in dense, abstract prose; and (5) education research often confirms common sense, which does not make for much of a news story. The paper argues that since most education research fails to pass the test of being new and significant, reporters and editors usually ignore it. The paper also notes that education is considered a backwater beat. The paper concludes that the relationship between education research and the press could be improved if there were a few well-edited research journals with a broad audience, a dozen media stars who could serve as sources for the press, and a regular schedule of research reports from organizations such as the Department of Education and the National Assessment of Educational Progress. (RS)

ED 311 480 CS 506 710

Childers, Linda; Grunig, Larissa A.
Exploring Feminist Research in Journalism and Communication.
PUB DATE- Aug 89
NOTE- 75p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Feminism; Higher Education; *Journalism; Mail Surveys; Research Design; Research Methodology; Research Problems
IDENTIFIERS- *Feminist Scholarship; Journalism Research; Research Priorities; Research Styles; Research Trends
After outlining feminist theory (conceptualization and characteristics), a study examined attitudes toward issues having to do with feminist scholarship and the fields of journalism and communication, particularly assessing the validity of the conventional wisdom that women are advised against doing feminist research. The subjects were a purposive sample of 92 people in the field (consisting of 77 educators out of 150 surveyed and 15 graduate students out of 20 surveyed) representing scholars who had conducted feminist research and scholars who had not, educators and students, and males and females. Data were collected via a fractionation scale questionnaire, and some follow-up telephone interviews. The questionnaire explored attitudes about: (1) whether 17 listed issues should be an important aspect of the body of knowledge in journalism and mass communication, and whether these issues have actually achieved such prominence; (2) involvement with feminist research; (3) whether men can be feminist scholars; (4) whether attitudes toward feminist research have changed; and (5) the extent to which respondents believed having a feminist research agenda affects promotion and tenure decision. Data was also collected on demographic variables. Major findings showed some support among the sample of educators for the conventional wisdom that women are advised against doing feminist research, while indicating that women also have been encouraged to do feminist work; they also showed that among the sample of graduate students, advice about feminist scholarship was exclusively in the form of encouragement. (Five tables of data are included; 32 references and the feminist scholarship questionnaire are attached.) (SR)

ED 311 496 CS 506 812

Goudena, Paul P.
The Problem of Abbreviation and Internalization of Private Speech.
PUB DATE- Apr 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Inner Speech (Subvocal); *Speech Acts; Speech Communication; *Young Children
IDENTIFIERS- *Internalization; Intrapersonal Communication; *Private Speech; Speech Functions; Speech Research; Vygotsky (Lev S)
According to Lev Vygotsky, private speech has a functional value for the child during problem solving. As children grow older, private speech is thought to become inner, non-observable speech. Both private and inner speech are abbreviated. A study tested the hypothesis of the progressive abbreviation of private speech. Private speech data were collected during a 6-minute period of puzzle task performance. Group one consisted of 22 children with a mean age of 53.5 months and group two consisted of 19 children with a mean age of 70.1 months. For the younger group, mean length of utterance (MLU) was 2.4; for the older group, MLU was 2.6. Analysis did not produce any indication of the correctness of Vygotsky's assertion about the progressive abbreviation of private speech. Such abbreviated social speech is not only produced by adults, but also by young children interacting with adults in a task setting. What remains unclear is the way in which the transformation of private speech into inner speech occurs. (Three tables of data and two figures are included.) (MG)

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ED 311 528 EA 021 250

Allen, Jeanne, Ed.
Can Business Save Education? Strategies for the 1990s. The Heritage Lectures.
Heritage Foundation, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Publications Department, The Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, DC 20002 ($10.00).
NOTE- 140p.; Proceedings of a Heritage Foundation Conference (Washington, DC, February 22-23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Education; *Cooperative Programs; Educationa Benefits; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *School Business Relationship; *School Community Relationship
IDENTIFIERS- *Heritage Foundation; *Partnerships in Education

Business leaders realize that the nation's schools are increasingly unable to graduate the kind of workers needed to keep the United State competitive with other nations. To examine some of the solutions American business has advanced to solve the problems in the schools--including innovative partnerships between business and communities--The Heritage Foundation brought together business and public policy experts for a day-long conference. This document reveals their deliberations, which focus on the future role of American business in public education. Proceedings included five panel discussions focusing on the following topics: "Panel 1: The Corporate Perspective"; "Panel II: Business and Education--An Abused Partnership?"; "Panel III: Building Community Alliances--A Neighborhoo Perspective"; "Panel IV: Improving Public and Private Education"; and "Panel V: Business and Public Policy". (JAM)

ED 311 173 CE 053 017

Hassett, Michael; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Ireland.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 285p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Agricultural Education; Alcoholism; Case Studies; Community Development; *Continuing Education; Counseling; Educational Administration; Entrepreneurship; *Extension Education; Family Life Education; Foreign Countries; Health Education; Higher Education; Inservice Teacher Education; Job Training; *Literacy Education; Nonformal Education; Second Language Instruction
IDENTIFIERS- *Ireland
Fifteen adult education programs being conducted in Ireland are described in the case studies in this packet. The courses range from adult basic education to university degree courses in management and industrial relations, from marriage preparation to inservice teacher education. The following programs are profiled: (1) certificate in farming (Hassett); (2) training of community enterprise animateurs (Collins); (3) family life education--premarriage course (McCarthy); (4) Pontifical university diploma in family life and youth ministry (Murphy); (5) extra-mural studies diploma course in drug and alcohol addiction (McCann); (6) extra-mural studies diploma course in adult basic education (Kett); (7) Maynooth Adult Daytime Education; (8) extra-mural studies diploma course in religious studies (Rouine); (9) national television basic course in the Irish language (MacMahon); (10) extra-mural studies diploma course in basic counseling (Conaty); (11) introductory course to educational administration (Diggins); (12) training of part-time adult educators at the local level (Marsden); (13) senior officer continuing education and training program (Moran); (14) teacher training program for facilitators of a post-primary school health education program (Donoghue); and (15) diploma in management and industrial relations (Ryan). Each course description includes contact person, agency conducting the course, target group, content, procedures, problems/successes, evaluation methods, and suggested improvements. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

ED 311 203 CE 053 134

Diaz-Lefebvre, Rene
"I Just Didn't Have Enough Time..." Assisting the Busy Adult Learner Develop Critical Reading and Thinking Skills.
PUB DATE- 21 May 89
NOTE- 8p.; Paper presented at the International Conference on Teaching Excellence (11th, Austin, TX, May 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adult Education; *Adult Students; Feedback; Goal Orientation; Multiple Choice Tests; Participant Characteristics; Reading Instruction; Reinforcement; Retention (Psychology); Stress Management; *Student Characteristics; *Study Guides; Study Habits; Teacher Response; *Test Anxiety; Two Year Colleges

Several factors are related to adult students' completion or noncompletion of reading assignments before class--lack of study time, their motivation for taking college classes, their need to feel involved in the learning process, and their expectations for success in the classroom. One of the biggest fears of adults returning to a school environment is the subject of "testing." A study was implemented by a community college teacher to analyze an approach using study guides to help students reduce stress toward testing and develop critical reading and thinking skills. The guides were made up of 30 multiple-choice questions taken from the publisher's test bank. Because the teacher covered two chapters each week in class, 15 questions were taken from each chapter. Before students began on the study guide, they did a relaxation, deep breathing exercise and listened to specially selected baroque music to help relieve stress. During the first part of each class, students completed the study guide (multiple-choice statements) using an open-book format. After completion of the study guide, the teacher and students discussed the answers and the teacher introduced various topics covered in the chapter. In addition to the relaxation exercises, the teacher gave reassuring comments to reduce student tension. A benefit of this method was that students received immediate feedback, were familiar with the chapters, developed confidence in participating in class discussion, had a sense of control in their own learning, and were motivated to learn. The study guides were used to prepare for the "Exit Inventory" that students completed at the end of the course. At that time, no book or notes were used. Results from the Exit Inventories were very encouraging in demonstrating recognition of previously learned study guides. (A 10-item bibliography is attached.) (NLL)

ED 311 232 CE 053 230

Self-Advocacy Skills for People with Disabilities.
Further Education Unit, London (England).
PUB DATE- Jun 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Adult Vocational Education; *Advocacy; *Consumer Education; *Disabilities; Foreign Countries; *Special Education; *Special Needs Students; *Unemployment
IDENTIFIERS- Great Britain

This document is a progress report on a British project designed to help disabled adults gain self-advocacy skills, becoming active consumers of the rights and benefits to which they are entitled. The aims of the project, which began in September 1988, are as follows: (1) promote staff development on advocacy among professionals working with the disabled; (2) research how unemployed disabled adults might maximize their potential by developing self-advocacy skills, transferring such skills to new situations, and developing a personal portfolio; and (3) assess the process of portfolio preparation as a tool and the use of portfolios as a finished product. Eleven case studies are being prepared, involving more than 30 learners and 13 key workers chosen to provide wide examples of physical and intellectual impairments, a range of agencies and professional backgrounds, ethnic diversity, and a variety of ages. Issues that have been raised concern the following areas: (1) principle and direction; (2) interagency cooperation; (3) necessary personal and professional skills for key workers; (4) the ethos of institutions; (5) implementation of self-advocacy work by key workers; and (6) the position of learners. (CML)

ED 311 276 CE 053 302

Exploratory Homemaking. Curriculum Development. Bulletin 1776.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 30 Jun 86
NOTE- 687p.; Document contains some colored paper.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Caregivers; Child Rearing; Clothing Instruction; Foods Instruction; *Home Economics; *Homemaking Skills; Housing; Junior High Schools; Personality Development; Safety; Textiles Instruction
IDENTIFIERS- Future Homemakers of America; *Louisiana

This document contains teacher's materials for seventh- and eighth-grade courses in exploratory homemaking in Louisiana. The seventh-grade course materials are on instructional units called orientation, assuming responsibility, care of the elderly, child care and development, clothing and textiles, consumer awareness, food and nutrition, home environment, personal development, and evaluation. The eighth-grade course materials are on instructional units called orientation; careers; child care and development; clothing and textiles; consumer education; food and nutrition; Future Homemakers of America; housing, home care, and safety; personal care and appearance; and personality development. The materials for each unit include an introduction, competencies, general and specific performance objectives, methodology, suggested interest approaches, a unit outline, a list of basic skills concepts taught in the unit, learning activities, a list of supplemental activities, a list of equipment and supplies, resources and references, and recommendations for evaluation and testing. An appendix contains guidelines for sex education in Louisiana. (CML)

ED 311 338 CG 021 952

Tower, Cynthia Crosson; White, Donna J.
Homeless Students.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0245-8, $6.95).
NOTE- 51p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; *Homeless People; *School Role; *Student Problems; Students; *Student School Relationship; *Teacher Response; Teacher Role; Teachers

Since understanding homeless students and their families is the beginning of the teacher's response to the problem, this monograph is designed to acquaint the teacher with the variety of issues involved in being homeless. The introduction to the document discusses the number of homeless families, the necessity for schools to respond quickly to homeless students before they leave, and the school as a safe haven for the child. Chapter one provides a brief history of homelessness and an explanation of why so many families today are undergoing this trauma. Chapter two provides a picture of homeless students and their families. It includes a graph of the typical cycle of homelessness which includes numerous life crises for the homeless family. Chapter three describes some of the problems these students may have in the classroom and suggests ways to address these problems. Chapter four discusses what teachers can do to help beyond the classroom setting. The emphasis throughout these pages is on the importance for educators to take a proactive stance on a problem that promises to get worse before it gets better. A glossary of homelessness terms, such as wet shelters, is included. A commentary on homeless children by Mary Hatwood Futrell, president of the National Education Association; a list of advocacy organizations for the homeless; and sample student assessment and parent release forms are included. (ABL)

ED 311 399 CS 009 787

Caswell, Ruth M.; Heim, Kathy
The Use of Mapping as a Mediating Strategy by Poor Readers To Produce Written Summaries.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Difficulties; Reading Research; *Reading Strategies; *Reading Writing Relationship; Writing Difficulties; *Writing Improvement; Writing Research
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Mapping; Metropolitan Achievement Tests; *Summarization
A study examined the effect of using mapping as a mediating strategy to produce written summaries and improve comprehension of poor readers in the fifth grade. Twenty-three students from two Chapter 1 classrooms in northern Illinois, all classified as poor readers, were divided into experimental (13 children) and control (10 children) groups. The experimental group read, constructed maps, discussed and revised maps, and used revised maps as a summary-writing aid. Summaries were evaluated for production with word and sentence counts and content by a clausal analysis and a percentage of idea units. Comprehension measures were a story assessment and a standardized reading test. Significant differences between groups were obtained for all the summary measures. The experimental group summaries had more complex sentences, contained more important information, and increased in amount produced. Significant differences were not obtained for either of the comprehension measures. Poor readers benefited from the use of mapping as a mediating strategy to produce written summaries. (Two tables of data are included, and 19 references are attached.) (Author/MG)

ED 311 544 EA 021 311

Schnelker, Diane L.
The Smoother Sailing Program, 1988-1989: Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 27 Sep 89
AVAILABLE FROM- Department of Evaluation, Research, and Testing, 1900 Grand Avenue, Des Moines, IA 50307-3382.
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents Clergy, etc. In Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coping; *Counseling Effectiveness; *Counseling Techniqu Counselor Performance; Counselor Role; Daily Living Skills; Elementary Education; Mental Health; *Skill Development; Stress Management; Well Being
IDENTIFIERS- *Des Moines Public Schools IA

Smoother Sailing is an expanded guidance program to facilitate the development of life coping skills among students in kindergarten through fifth grade in the Des Moines Independent Community School District. Although the philosophy, goals, and objectives of the Smoother Sailing program are consistent with the Elementary Counselin and Guidance program introduced into the district in 1985, a counselor-to-student ratio of 1 to 250 was designed to allow counselo sufficient time to more adequately meet the needs of students and provide a comprehensive developmental counseling and guidance program Evaluation efforts examined systematic case studies; counselor activities; and building administrator, teacher, and student perceptions of the counseling program between and among three comparison groups. Other evidence suggested that Smoother Sailing counselors contributed to developing a positive educational climate. They conducted inservices with staff and other counselors, were available to provide support during parent-teacher conferences, and facilitated parent/school and student/teacher support. The appendix includes data bar graphs; a counseling program weekly log; administrator, teachers, and student perception surveys; as well as other study data. (6 references) (SI)

ED 311 559 EA 021 330

Developing Our Human Capital: Results of a Survey of the Education and Business Communities of the Northwest.
National School Public Relations Association. Northwest Region.
PUB DATE- 1 Aug 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; Community Leaders; Educational Quality; *Educational Trends; Elementary Secondary Education; *Human Capital; Leadership; *Public Relations; *School Business Relationship *School Community Relationship
IDENTIFIERS- *United States (Northwest)

Business and education representatives must identify mutual concerns to work together toward the delivery of education. Six regional trends were identified: (1) projections of a shrinking labor supply means untrained youth are a loss of needed human capital; (2) competitive edge increasingly relies on brain power, but students are poorer, more diverse, and at risk of dropping out; (3) increasing focus on Pacific Rim markets for international trade requires new orientation; (4) as schools change, teachers, school boards, and teaching contracts may change; (5) thousands of children in the Northwest are unsupervised after school hours, and demands for care and education of very young children are growing; and (6) education is a high-ticket item--but not paying the price is likely to cost even more. The National School Public Relations Association surveyed 200 Northwest business and 200 Northwest education leaders (33 percent return rate). Respondents were asked to rate the extent to which they believe each trend will affect the K-12 education community, the business and industry community, and the citizens and communities in their states. Respondents then briefly discussed the roles they expect the education and business communities to fulfill as well as strategies for joint action. The trends and findings are presented as they were prioritized by the total respondent group. Generally, findings indicate that trends (6) and (2) were given the highest priority among education as well as business leaders. (SI)

ED 311 262 CE 053 270

Bergren, Garnet Thackeray
The Feasibility of a Bachelor of Science Degree in Secretarial Technology at Northern Montana College.
PUB DATE- Jul 89
NOTE- 104p.; Master's thesis, Montana State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *Bachelors Degrees; Communication Skills; Curriculum Development; *Educational Demand; Employment Opportunities; *Employment Practices; Feasibility Studies; Higher Education; Office Automation; Office Management; *Office Occupations Education; *Secretaries; *State Surveys; Word Processing
IDENTIFIERS- *Northern Montana College
A study was conducted to evaluate the feasibility of offering a bachelor's degree in secretarial technology at Northern Montana College and to examine the office needs of Montana employers in order to suggest curriculum revision and development. Data collection involved a survey instrument mailed to 150 employers (from which 74 usable returns were received) and another survey instrument mailed to 46 students enrolled in the college's associate degree program in secretarial technology (which produced 39 usable returns). The following findings were among the results: (1) postsecondary education in office technology is essential to meet the office needs of employers; (2) employers regard education and experience similarly when selecting a secretary; (3) employers would hire secretaries with bachelor's degrees although only in large communities would the secretaries receive desirable wages; (4) secretaries in many offices set up and maintain manual, instead of computer, files; (5) written and oral communication skills are important; (6) many students in the associate degree program will seek higher degrees in business; and (7) students would enroll in the bachelor's degree program if it was available. The following curriculum changes were recommended: (1) offer the bachelor of science degree; (2) within the associate degree program, emphasize microcomputer word processing; and (3) offer a course in information management. (The questionnaires and 25 references are included.) (CML)

ED 311 292 CE 053 393

Collins, Cindy
Introduction to Fashion Buying. Teacher Edition. Fashion Buying Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
;AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. DE 1071).
NOTE- 32p.; For related documents, see CE 053 394-395.
,LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clothing; Competency Based Education; *Fashion Industry; Marketing; *Merchandising; Postsecondary Education; *Retailing; Salesmanship; Secondary Education
IDENTIFIERS- *Buyers
This teacher's guide presents material for a unit on introduction to fashion buying. Content focuses on information sources, retail store types, the responsibilities of a buyer, and the qualifications of a buyer. The guide contains 4 objectives, 4 group learning activities keyed to the objectives, 17 transparency masters with dialogue for each, and 3 alternate group activities. A posttest with answers completes the unit. (KC)

ED 311 434 CS 212 005

Reisner, Ann E.
Between the Sheets: Determining the Professional Codes Editors Use To Arrange Stories on Newspaper Pages (a Case Study).
PUB DATE- Aug 89
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classification; *Editors; *Layout (Publications); Mass Media Effects; Models; *Newspapers
IDENTIFIERS- Journalism Research; News Bias; *News Stories
Using conversational analytic techniques, a study examined how and where editors placed news stories on the inner pages of newspapers. The editors of a Midwestern afternoon newspaper (30,000 circulation) with a strong liberal/progressive tradition had 10 of their conferences taped and transcribed. The transcripts were analyzed to isolate those regular recurring features of the story descriptions that include both describing newsworthiness categories and looking for places where editors directly orient to these categories. Results indicated that editors systematically used four major criteria in news placement: (1) proximity; (2) conflict; (3) impact; and (4) definiteness. Findings suggest that editors' sense-making practices allow them to preserve the ideology of objective news judgment in placing stories, while obscuring representational biases in the story selection. (Thirty-one footnotes and three tables of data are included; 96 references, an explanation of transcript conventions and a transcript are attached.) (RS)

ED 311 465 CS 212 114

Gannon, Susan R., Ed.; Thompson, Ruth Anne, Ed.
Cross-Culturalism in Children's Literature: Selected papers from the 1987 International Conference of the Children's Literature Association (14th, Ottawa, Canada, May 14-17, 1987).
Children's Literature Association.
PUB DATE- May 87
NOTE- 118p.; Publication of this volume was made possible by grants from Dyson College of Pace University and The Growing Child Foundation.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; *Cross Cultural Studies; *Cultural Differences; *Cultural Pluralism; Elementary Education; Foreign Countries; Literary Criticism; Mythology

This conference proceedings contains a selection of the papers and awards given at a conference held at Carleton University in Canada. After the text of an address by the president of the Children's Literature Association, the following papers are included: (1) "Lone Voices in the Crowd: The Limits of Multiculturalism" (Brian Alderson); (2) "The Elizabeth Cleaver Memorial Lecture" (Irene Aubrey); (3) "Editing Inuit Literature: Leaving the Teeth in the Gently Smiling Jaws" (Robin McGrath); (4) "Cross-Culturalism and Inter-Generational Communication in Children's Literature" (Peter Hunt); (5) "Catechisms: Whatsoever a Christian Child Ought to Know" (Patricia Demers); (6) "Th Queer, the Strange, and the Curious in 'St. Nicholas': Cross Culturalism in the Nineteenth Century" (Greta Little); (7) "The Clash between Cultural Values: Adult versus Youth on the Battlefield of Poverty" (Diana Chlebek); (8) "Fanny Fern and the Culture of Poverty" (Anne Scott MacLeod); (9) "Crossing and Double Crossing Cultural Barriers in Kipling's 'Kim'" (Judith A. Plotz); (10) "Adolescents as Instruments of Change: The English-language Novel Set in Post-Independence India" (Meena Khorana); (11) "Virginia Hamilton's Symbolic Presentation of the Afro-American Sensibility" (David Russell (12) "Arabic Detective Fiction for Adolescents" (Sylvia Patterson Iskander); (13) "Circling the Square: The Role of Native Writers in Creating Native Literature for Children" (James H. Gellert); (14) "'Julie of the Wolves' and 'Dogsong': The Cultural Conflict" (Mary Lickteig); (15) "Florence Crannell Means: Cultural Barriers and Bridges" (Celia Anderson); (16) "Censors as Critics: 'To Kill a Mockingbird' as a Case Study" (Jill P. May); (17) "Safety in the Structures of Art: Bemelmans' Madeline Books" (Jackie Eastman); (18) "Kenneth Morris and 'The Mabinogion': The Welsh Influence on Children' Fantasy" (C. W. Sullivan, III); and (19) "Fairy Tale as Myth/Myth as Fairy Tale" (Jack Zipes). (MS)

ED 311 417 CS 009 809

Vocabulary. English Language Arts Concept Paper Number 7.
Oregon State Dept. of Education, Salem.
PUB DATE- Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052) Collected Works - Serials (022
DESCRIPTORS- Elementary Secondary Education; *Learning Strategies;
Models; Reading Comprehension; Student Development; Teacher Role;
*Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Oregon

Stressing that building vocabulary knowledge is a continuously developing skill, acquired over a lifetime and in a variety of ways, this concept paper suggests instructional strategies that lead to word knowledge. Following a research summary and a section on implications for instructions, the paper focuses on the various instructional strategies which the teacher can choose. A section on developing independent skills offers a step-by-step vocabulary overview guide as a model for students to use on their own to learn word meanings. A 23-item bibliography is attached. (NKA)

ED 311 513 CS 506 843

Phipps, Steven P.
Documentary Film and Video: A Bibliography.
PUB DATE- 15 Oct 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- Cultural Context; *Documentaries; *Films; Film Study; Media Research; *Television
IDENTIFIERS- Cultural Resources; Film History

This 677-item bibliography consists of articles, periodicals, and books in English dating from 1930 to the present, on various aspects o documentary film and video. The material is organized alphabetically under each author's surname. (NKA)

ED 311 160 CE 053 004

O'Neill, Barry; And Others
World Perspective Case Descriptions on Educational Programs for Adults Australia.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 425p.; This series includes thirty-two documents (CE 053-003-034 covering Argentina to Yugoslavia. The first 78 pages of each documen are identical introductory matter. Subsequent pages exhibit a variet of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Agricultural Education; Case Studies; *Continuing Education; *Distance Education; *Educational Gerontology; Foreign Countries; Health Education; Highe Education; *Independent Study; Libraries; Migrant Education; Older Adults; Political Science; Special Education; Veterinary Medical Education; Womens Education
IDENTIFIERS- Aboriginal People; *Australia; Marriage Enrichment Programs; Workplace Literacy
This document contains 24 case studies of adult education in Australia: (1) N.S.W. (New South Wales) Department of Agriculture Home Study Program (O'Neill); (2) Increasing Citizen Participation in Local Government (Holderness-Roddam); (3) School for Seniors (Benham and Vickers); (4) Community Living Project (Bleechmore); (5) Learning for the Less Mobile (Elsworth); (6) UNElearn Group Discussion Correspondence Programme (Iceton); (7) Women's Access Program (LaNauze (8) Aboriginal Village Community (McNamara); (9) Marriage Enrichment Based on a Model Developed by David and Vera Mace (Kerr); (10) Women's Health: The Middle Years (Degeling, Bennett, and Everingham); (11) Preparatory Studies (Crock, Cottman); (12) Discussion Programs (Dow); (13) Centre for Continuing Education: Community Education Program of Nonvocational, Nonaward Courses (Fiegel); (14) N.S.W. Board of Adult Education Literacy Programs (Wickert); (15) Where Neighbors Meet: Carringbush Library, A Place Where People Can Be (Letchen); (16) Refresher Education for Company Directors (Brady); (17) The Social Developer's Network (Iceton); (18) The Welcare Program of the Centre for Continuing Education, Monash University (McDonell); (19) Postgraduate Refresher Course for Veterinarians in Orthopaedics: Dogs and Cats (Bryden); (20) Country Paediatric Program (Duyverman); (21) Trade Union Postal Courses Scheme (Bluff); (22) Workplace Basic Education Project (Newcombe et al.); (23) Adult Migrant Education Program in the Northern Territory (McGrath); and (24) Self-Help Adult Education: The University of the Third Age at the Brisbane College of Aging Education (Swindell). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CLM)

ED 311 188 CE 053 032

Knox, Alan B.; And Others
World Perspective Case Descriptions on Educational Programs for Adult
U.S.A.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 281p.; This series includes thirty-two documents (CE 053-003-03
covering Argentina to Yugoslavia. The first 78 pages of each docume
are identical introductory matter. Subsequent pages exhibit a varie
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Programs;
Alcoholism; Case Studies; Citizen Participation; *Correspondence
Study; *Extension Education; Higher Education; *Library Extension;
Literacy Education; Local Government; Refugees; Staff Development;
Stress Management
IDENTIFIERS- *United States
These 13 case descriptions of adult education programs in the Unite
States are part of a set that reflects a cooperative effort by adult
educators to increase international understanding of various
educational programs for adults in their societal context. A face she
for each program provides this information: name, organization, and
address of the person who prepared the case description; program name
or title; type of program; type of organization with which the case
program is associated; and basic characteristics of service. The 13
case descriptions are Agricultural Extension (Knox); Cooperative
Extension System (Rivera); National Issues Forum (Knox); Educational
Programs for Local Government Officials in Illinois (Kozoll, Lauts,
Schweitzer); YWCA Refugee Program (Knox); Indiana University
Independent Study by Correspondence Program (Di Silvestro); Adult Bas
Education (Knox); Alcoholics Anonymous (Knox); Continuing Medical
Education (Pearson, Cervero); Credit Union Staff Development (Knox);
Libraries and Literacy--Tulsa (Johnson); Libraries and
Literacy--Weirton (Johnson); and Helping Stock Brokers Cope with Stre
(Knox). In addition to the case descriptions, this document includes
information on the World Perspective case study project as well as
indexes of all cases by country and by category. (YLB)

ED 311 218 CE 053 203

Brann, Ronald E.
The PRO-TECH Program. A Program for Gifted and Talented High School Students in Connecticut's Vocational-Technical School System.
Connecticut State Dept. of Education, Hartford. Div. of Vocational-Technical Schools.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Gifted; High Schools; Program Design; *Talent; Vocational Education; *Vocational High Schools
IDENTIFIERS- *Connecticut

This document describes Connecticut's PRO-TECH Program, which is designed to link pupils in vocational-technical schools, resources of school and community, and opportunity for growth in order to teach advanced skills, explore new interests, challenge old ideas, and highlight individual talents. The document consists of sections on the following program-related topics: (1) an introduction and rationale for the program; (2) research on gifted children in Connecticut since 1979, some of which recognized giftedness in automotive mechanics, machine design, carpentry, electronics, architectural design, and concluded that programs and services above what was offered in the regular curriculum were warranted; (3) the PRO-TECH model for identification and programming to teach advanced skills, explore new interests, challenge old ideas, and highlight individual talents; (4) the program's goals and objectives; (5) the populations served (students who are capable of creative production in a trade area, traditional academic areas, and the arts) with identification being keyed not to potential but to performance; (6) entrance into the program; (7) types of services and opportunities; (8) levels of services; (9) an example of one student's activities in the PRO-TECH program; and (10) PRO-TECH and the mission of Connecticut's vocational-technical schools. The document includes a 10-item bibliography and two flowcharts that depict the process through which vocational-technical students become eligible for special services in the PRO-TECH program and through which they become eligible for special services in the arts component of the program. (CML)

ED 311 233 CE 053 232

Hiatt, Diana Buell
Trends and Updates in Secretarial Education.
PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Conference of the Philippine Association of Secretarial Educators (22nd, Cebu City, Philippines, May 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Business Education; *Database Management Systems; Information Retrieval; Information Storage; *Interpersonal Competence *Office Occupations Education; *Secretaries; *Technological Advancement; Telephone Communications Systems; *Word Processing
This document addresses curriculum requirements for the following modern secretarial functions: (1) being the primary source for storage and retrieval of information; (2) transmitting the company image to clients; and (3) filtering client contact and information to administrators served. To prepare them for storage and retrieval, secretaries should take an initial course in word processing, at least one course on using the most popular database management system of the time, and learn to perform a database search on a large central source of information or a computer airline schedule. They should be taught to use a computer program to handle basic accounting functions and to maintain an electronic calendar. Because of the information they will handle, students should be made aware of the rights to privacy. In order to transmit the company image to clients, they must be able to operate sophisticated telephone equipment, record messages quickly, and make callers feel attended to and comfortable. They should be able to operate such office machines as copiers and facsimile machines. In order to fulfill their function of filtering client contact to administrators, secretarial students should be exposed to identifying and handling common interpersonal situations through simulations. (Fifteen references are included.) (CML)

ED 311 277 CE 053 303

Competency-Based Data Processing. Bulletin No. 1771.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. o
Vocational Education.
PUB DATE- 86
NOTE- 381p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Competence;
*Competency Based Education; Computers; *Computer Software; Course
Content; *Data Processing; Educational Resources; Entry Workers;
Equipment; Futures (of Society); High Schools; Learning Activities;
Microcomputers; Occupational Information; *Programing; Teaching
Methods; Technological Advancement; Test Items; Units of Study;
Vocational Education
IDENTIFIERS- Louisiana

This curriculum guide was developed to help teachers (especially in Louisiana) prepare students to obtain entry-level employment in data processing or a related career. The guide provides a rationale and course description for a two-part course to be taught in grades 11-12. The guide contains 11 units. Early units introduce students to fundamental data processing concepts, equipment operations and data entry, programming, software applications, computer systems, and data processing-related careers. Programming problems and software applications are business oriented. Additional units for a second-semester course include advanced data processing fundamentals, proficiency in data entry operations, advanced programming, and advanced software applications, as well as a unit on the impact of computers on society. Each complete unit of instruction contains competencies, objectives and goals, mastery criteria, methodology, content outline, activities, sample tests with answer keys, ideas for bulletin boards, and lists of equipment, supplies, and supplementary materials. (KC)

ED 311 307 CE 053 433

,Literacy and the Marketplace. Improving the Literacy of Low-Income Single Mothers. A Report on a Meeting of Practitioners, Policymakers, Researchers, and Funders (New York, New York, January 14, 1988).
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jun 89
AVAILABLE FROM- Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Employment Potential; Functional Literacy; Futures (of Society); *Illiteracy; Job Skills; Job Training; *Literacy Education; *Low Income Groups; *One Parent Family; Program Design; Program Evaluation; *Unwed Mothers

This report contains the proceedings from a conference on the problems of low literacy among single mothers. The seminar involved practitioners, policymakers, researchers, and funders. The report includes an executive summary, six papers grouped according to three topic areas, a seminar agenda, a list of participants, and a 57-iten bibliography. "The Economy, Literacy Requirements, and At-Risk Adults" (Berryman) and "Literacy Skills Needed in the Workforce" (Uhalde) speak to the theme of the economy and workplace skills: new demands. "Assessing Literacy Skills and Gains in Job-Oriented Literacy Training Programs" (Sticht) and "Toward a Model of Alternative Assessment" (Sterling) address the theme of literacy skills measurement and program evaluation. "Optimal Programming" (Somerfield) and "Program Designs to Increase Basic Academic Skills" (Strumpf) address the topic of strategies for designing literacy programs for single mothers. (NLL)

ED 311 322 CG 021 935

Ruderman, Audrey J.
Similarities between Restrained Eaters and Bulimics.
PUB DATE- May 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; *Bulimia; College Students; Eating Habits; *Etiology; *Females; Higher Education
IDENTIFIERS- *Eating Disorders
Little is known about the etiology of bulimia. However Polivy and Herman have hypothesized that dieting causes bulimia and that differences between dieters and bulimics are quantitative rather than qualitative. The purpose of this study was to examine these hypotheses and further examine the parallels between bulimics and dieters. Female college student subjects (N=74), including bulimics (N=19), dieters (N=22), and a control group (N=33), were compared on measures on which bulimics have shown disturbances. These include anxiety, depression, body image, and obsessive-compulsive characteristics. The results indicated that the psychological characteristics of dieters were similar to those of normals rather than to those of bulimics. Bulimics appeared to be significantly more disturbed than dieters and controls on a broad range of measures. In contrast, dieters differed from controls only on a measure concerning their willingness to report socially undesirable information. These findings suggest that dieting, in and of itself, is not sufficient to cause the psychopathology associated with bulimia. The view that dieters and bulimics differ quantitatively, but not qualitatively is not supported by these findings. (ABL)

ED 311 354 CG 021 969

Tang, Thomas Li-Ping; Hammontree, Monty L.
The Effects of Hardiness, Job-Related Stress, and Life Stress on Health and Absence from Work.
PUB DATE- Apr 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Employee Absenteeism; *Physical Health; *Police; *Stress Variables; Well Being
IDENTIFIERS- *Hardiness
The emphasis in stress-illness research has begun to shift recently toward the study of resistance resources. Social support has been identified as a potentially important moderator of the stress-illness relationship. In this study, hardiness in a sample of police officers was examined. Subjects (N=60) were police officers from seven suburban police departments who completed a questionnaire which measured life stress, police stress, strain, illness, absence from work, and hardiness. Six months later all variables except hardiness were measured again. The results of hierarchical regression analyses indicated that hardy police officers had less concurrent strain, future strain, concurrent illness, and future illness. Police officers who had high police stress tended to have a high level of future illness and future absence from work. Further, the interaction between hardiness and police stress on future absence from work was significant. Thus, hardy police officers with a high level of police stress tended to have a higher level of absence from work than hardy officers with a low level of police stress, while nonhardy police officers experienced a high level of absence from work regardless of their job related stress. Future research should examine police officers' long-term health and their subjective and objective reactions to stress. (57 references) (Author/ABL)

ED 311 369 CG 021 984

Gomberg, Edith S. Lisansky
Alcohol and Women. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 89
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 35p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Alcoholism; *Drinking; *Females; Intervention; Prevention *Sex Differences; Trend Analysis

Reasonable and moderate drinking is considered acceptable by the major portion of the population. Although women consume less alcohol than men, alcohol has a greater intoxicating effect for women than for men because of the differences in body water content and proportion of fatty tissue. The prevalence rate of drinking is virtually identical for college men and women. The relationship between women's drinking and their working status is ambiguous. It has been found that women are more likely to drink in private settings while men are more likely to drink in public settings. Women's drinking is strongly linked to the amount and patterns of drinking of people in their social environments. There is a greater stigma attached to female intoxication than to male intoxication. There is no real evidence of a significant increase in rates of female alcoholism. There are more facilities for women alcoholics than there were formerly and facilities for women are probably more used than they were in earlier decades. Antecedent factors for women's alcoholism include alcoholic relatives, family of origin problems, childhood depression, and drinking at a young age. Women alcoholics differ from men in the age of onset of drinking, drinking alone, polydrug use, and suicidal ideation. Medical consequences of heavy drinking are accelerated for women. Social consequences take the form of troubled relationships. Women alcoholics have low self-esteem. Primary prevention is directed toward the abolition or nonexistence of problem drinking. Secondary prevention is involved in the early detection efforts of employee assistance programs. (ABL)

ED 311 384 CG 021 999

Andre, Thomas; Bormann, Lynda
The Relationship of Sexual Responsibility to Knowledge of Acquired Immuno-Deficiency Syndrome among High School Students.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; High Schools; *High School Students; *Knowledge Level; *Responsibility; Sex Differences; *Sexuality

Because there is no cure or vaccine for Acquired Immune Deficiency Syndrome (AIDS), many authorities have recommended education as the primary means for controlling the spread of the disease. However, knowledge about AIDS represents a necessary, but not sufficient, condition for reduction of risky behavior. Although hetereosexual high school and college students have a low incidence of AIDS at the present time, the potential for AIDS to spread in the adolescent population is present. This study examined the relationship of sexual responsibility to AIDS knowledge in male (N=41) and female (N=45) high school students. Subjects' knowledge about AIDS and sexual responsibility was assessed through self-report questionnaires. The results indicated that sexual responsibility correlated with AIDS knowledge. Females were more sexually responsible than males. There were important gaps and misconceptions in students knowledge about AIDS; students knew more about transmission and risk groups than they did about basic medical facts. The results revealed a clear need to continue to focus education for today's adolescents on behavioral, emotional, and personality changes needed to foster responsible sexual behavior. (Author/ABL)

ED 311 450 CS 212 094

Dyson, Anne Haas, Ed.
Collaboration through Writing and Reading: Exploring Possibilities.
Center for the Study of Writing, Berkeley, CA.; Illinois Univ., Urbana. Center for the Study of Reading.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 07370-3020; $13.95 member, $17.95 nonmember).
NOTE- 288p.; Product of a working conference (Berkeley, CA, February 14-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Context; Elementary Secondary Education; English Instruction; Higher Education; *Language Arts; Problem Solving; *Reading Instruction; *Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- *Collaborative Learning

This book, a series of essays developed at a working conference on the integration of reading and writing, surveys the historical, cultural, situational and social forces that keep the teaching of writing separate, skew the curriculum to favor reading over writing, and discourage development of pedagogies that integrate the language arts; examines the cognitive processes and strategies writers and readers use outside of school to develop and express their ideas; and discusses the challenge teachers face--to help students develop skills for reading and writing without isolating those skills from meaningful tasks and letting students forget the reasons for these activities. The book contains the following chapters: Chapter 1, "On Collaboration" (Anne Haas Dyson); Chapter 2, Introduction (James Moffett) and "A Sisyphean Task: Historical Perspectives on Writing and Reading Instruction" (Geraldine Joncich Clifford); Chapter 3, Introduction (Guadalupe Valdes) and "Writing and Reading in the Community" (Robert Gundlach and others); Chapter 4, Introduction (Sandra Murphy) and "The Problem-Solving Processes of Writers and Readers" (Ann S. Rosebery and others); Chapter 5, Introduction (Wallace Chafe) and "Writing and Reading Working Together" (Robert J. Tierney and others); Chapter 6, Introduction (Mary K. Healy) and "Writing-and-Reading in the Classroom" (James Britton); and Chapter 7, "The Writing-Reading Connection: Taking Off the Handcuffs" (Art Peterson). (MS)

ED 311 481 CS 506 718

Caudill, Susan
Publicity as an Instrument of Reform.
PUB DATE- Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Disarmament; Mass Media Role; Media Research; Models; Nuclear Warfare; Peace; *Publicity; Public Relations; World Problems
IDENTIFIERS- Einstein (Albert); *Emergency Committee of Atomic Scientists; *Reform Efforts; Thematic Analysis
Albert Einstein and the Emergency Committee of Atomic Scientists (ECAS) conducted a reform-based public communication campaign for the international control of atomic energy after the Second World War. The Committee raised funds and sought publicity for its proposed solution to the problem of war and the management of peace. Its solution was the institution of a supra-national or world government with more comprehensive powers than those of the United Nations. Submission to a world government would require disarmament and giving up "the secret" of the atom bomb. This was a radical proposal in light of the growing tensions of the Cold War and America's overwhelming concern with national security in what it perceived as a hostile world. A thematic analysis of the Committee's campaign literature indicated that the ECAS relied on fear and had reform as the primary goal, even though the Committee's incorporation papers stated that it had an educational mission. Analysis of the Committee's campaign also indicated that it cannot be easily classified under James Grunig's four models of public relations and suggests that publicity as an instrument of reform may be conceptually distinct from press agentry and public information. (Fifty-nine notes are included.) (Author/RS)

ED 311 497 CS 506 813

Messaris, Paul; Nielsen, Karen O.
Viewers' Interpretations of Associational Montage: The Influence of "Visual Literacy" and Educational Background.
PUB DATE- 12 Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Response; *Editing; *Educational Background; *Television Commercials; Television Research; Visual Literacy
IDENTIFIERS- *Advertising Effectiveness; Analogical Reasoning; *Associational Montage; Media Imagery
A study examined the influence of viewers' backgrounds on their interpretation of "associational montage" in television advertising (editing which seeks to imply an analogy between the product and a juxtaposed image possessing desirable qualities). Subjects, 32 television professionals from two urban television stations and 95 customers of an urban video rental store (57 with a college education and 38 without), viewed either a narrative or a non-narrative television advertisement containing an associational montage. Subjects were interviewed immediately after viewing the commercials to explore their interpretations of these visual devices. Results indicated that awareness of the analogies implied by the editing was highest among the viewers with television production backgrounds and lowest among the high-school-educated viewers. (RS)

ED 311 514 CS 506 870

Aitken, Joan E.

College Student Perception of Alcohol Use as Related to Interpersonal Communication.

PUB DATE- Oct 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Institute for the Scientific Study of Subjectivity (Columbia, MO, October 27-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Communication Research; Drinking; Higher Education; *Interpersonal Communication; Q Methodology; *Self Evaluation (Individuals); *Undergraduate Students

A study examined the self-perceptions of college students regarding the effects of alcohol consumption on their interpersonal communication. Forty-seven subjects--the majority of whom were students majoring in health care studies--completed a 52-item Q-sort on alcohol and communication. Four person-types evolved: the social drinker, the nondrinker, the problem drinker, and the insecure drinker. Issues tapped in the Q-sort included: behavioral and perceptual changes, alcohol abuse, media influence, anxiety reduction, family influences, self-disclosure, and social interaction. (One table of data is included, 55 references and the complete array of Q-sort statements are attached.) (Author/SR)

ED 311 529 EA 021 277

Albright, K. C.; Nottingham, Marv
Guidelines for Selecting Secondary School Principals, 1989.
Idaho Administrative Assistance Center, Boise.
PUB DATE- Mar 89
AVAILABLE FROM- Publication Sales, Idaho Administrative Assistance Center, 800 Park Boulevard, Boise, ID 83712 ($2.00 postage and handling).
NOTE- 23p.; Based on the first author's doctoral dissertation, University of Idaho. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Qualifications; *Administrator Selection; *Leadership Qualities; Personnel Selection; *Principals; *Search Committees (Personnel); *Secondary Education; *Supervisor Qualifications

Effective principals are distinguished by their strong leadership, their focused approach to change, and their highly developed analytical skills. The screening and selection process used in reaching the decision to employ such a principal is critical; districts often fail to gather comprehensive information about candidates and fail to thoroughly assess the skills needed for exemplary leadership. Of the array of desirable personal characteristics and skills, eight were selected for inclusion in this model of secondary school principal selection, including the skills of leadership, analysis/problem solving and organization and planning. Steps in the district's selection process suggested by this model include: (1) developing a job description; (2) deciding the scope of recruitment, recruitment period, and the application requirements; (3) developing and training an interview panel; (4) collecting and screening application files; (5) selecting, assessing, and rating the candidates; and (6) selecting a final candidate. Little attention is given in this model to common courtesy or protocol which would help candidates feel at ease and keep them informed; these human-relations factors are left to the discretion of local district personnel. Appendices contain various forms, addresses, and suggestions for the mechanics of secondary school principal recruitment, evaluation, and selection. (13 references) (KM)

ED 311 575 EA 021 346

Binkley, M. Edward; Hooper, Richard W.
Statistical Profile of Students Who Dropped Out of High School during School Year 1987-88.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
PUB DATE- Jun 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; *Dropout Characteristics; Dropout Research; *Dropouts; High Schools; *High School Students; *Out of School Youth; Potential Dropouts; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Nashville Metropolitan Public Schools TN
Behind the negative composite profile of school dropouts often lie the internalized characteristics of low self-esteem, thwarted ambition, and personal failure. This document presents an analysis of several different demographic, behavioral, and academic characteristics of students who withdrew from grades 9, 10, 11, and 12 in the Nashville Metropolitan Public Schools in 1987-88. Only those students who voluntarily withdrew due to academic difficulty, lack of interest in school, parental influence, or economic reasons were included. The results show that: (1) 61.4 percent of the 1,128 1987-88 dropouts were male; (2) the dropouts tended to be overage in comparison to their peers at any given level; (3) the attendance rate for withdrawing students mean attendance rate averaged between 75.1 and 81.4 percent while the general student population attendance rate for grades 9 through 12 was above 90 percent; and (4) the achievement test scores for dropouts were lower than their peers'. Upon examination of the statistical profile on dropouts presented within this document, it becomes evident that there is a strong relationship among the variables typically associated with these students. Systemwide attention to addressing any one of the variables will undoubtedly help in remediation of the others. (KM)

ED 311 174 CE 053 018

Israeli, Eitan; Tokatli, Rachel
World Perspective Case Descriptions on Educational Programs for Adults: Israel.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 103p.; This series includes thirty-two documents (CE 053-003-034); covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; Comparative Analysis; Continuing Education; Disadvantaged Environment; Foreign Countries; Government Role; *Immigrants; *Literacy Education; *Parent Education; *Parent Teacher Cooperation; Program Development; Second Language Instruction
IDENTIFIERS- *Israel

Two adult education programs being conducted in Israel are described in the case studies in this packet. The first case study, by Eitan Israeli, describes a school for parents, teachers, and children established in the 1950s in a distressed moshav (cooperative agricultural settlement) to improve education for both parents and children. About 60 men and women participated in the meetings. The program for each meeting included interaction between teachers and parents; an interaction among parents, children, and a school psychologist; and an enrichment session for parents in areas such as literature, music, and health education. The nonformal learning materials included case studies and examples provided by the participants. Teachers were from the primary school. Although the experimental school did not entirely accomplish its goals, it did facilitate communication between parents and teachers and thus had a positive effect. The second case, by Rachel Tokatli, compares two literacy programs for adults, one for illiterate people who originally came to Israel in the 1950s and 1960s and the other for recent Ethiopian immigrants. The earlier immigrants, known as the Tehila learners, are mostly Oriental women who had lived in Israel for many years and already knew Hebrew, whereas the Ethiopians are black men who do not know the language and are still coping with other problems. The Tehila learners are volunteers; the Ethiopians are forced to attend. Analysis of these two groups of learners and the processes used to teach them can be useful in determining what works with any group of illiterates. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (KC)

ED 311 248 CE 053 254

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Rose, Stephen; Fasenfest, David
Family Incomes in the 1980s: New Pressure on Wives, Husbands, and Young Adults. Working Paper No. 103.
Economic Policy Inst., Washington, DC.
PUB DATE- Nov 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($4.00).
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Dependents; *Economic Factors; *Educational Status Comparison; Employed Women; Employment Patterns; *Family Income; Inflation (Economics); Labor Force; Poverty; *Socioeconomic Status; Spouses; Trend Analysis; Young Adults
IDENTIFIERS- Consumer Price Index; Current Population Survey
This study examined family income developments between 1979 (the last business cycle peak) and 1986 (the latest year for which comprehensive data were available). The analyses were based on the 1980 and 1987 Current Population Survey March Supplement Data collected by and made available through the Bureau of the Census (and therefore dealing with income for 1979 and 1986). An adjusted Consumer Price Index (CPI) was used as an inflation index (technically, the CPI-U-X1). The analysis identified four major trends: (1) slow and monopolized income growth; recent income growth has been significantly slower than that of the 1950s, 1960s, and 1970s, and those who are well-off received the lion's share of recent income growth; (2) increasing participation of married women in the paid labor force; (3) flat earnings/increasing property and transfer income; and (4) increased poverty rates for children and young adults. The study concluded that some 40 percent of U.S. families have lost income since 1979, and another 20 percent maintained roughly stable incomes only because wives have had to work harder in order to compensate for the falling wages of their husbands. The study also confirmed that this is not simply a problem of older blue-collar workers in a few declining industries as is often alleged. Young men and young women have lost ground relative to older families, which in turn is reflected in their eroding educational and home ownership status. It is also reflected in the widening phenomenon of adult children who are returning home as dependents of their parents. (A 16-item list of endnotes is attached.) (NLL)

ED 311 293 CE 053 394

Collins, Cindy
Preparing for the Market. Teacher Edition. Fashion Buying Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. DE 1072).
NOTE- 47p.; For related documents, see CE 053 393-395.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clothing; Competency Based Education; *Fashion Industry; *Marketing; *Merchandising; Postsecondary Education; *Retailing; Salesmanship; Secondary Education
IDENTIFIERS- *Buyers
This teacher's guide presents material for a unit on preparing for the retail fashion market. Content focuses on merchandise plans, computing open-to-buy, computing turnover, the components of a model stock plan, and criteria used when selecting a supplier. The guide contains 5 objectives, 6 group learning activities keyed to the objectives, 21 transparency masters with dialogue for each, and 5 alternate group activities. A pretest and posttest with answers complete the unit. (KC)

ED 311 339 CG 021 953

Hess, Cheryl L.
Building Self-Esteem in Boys of Elementary School Age from Alcoholic Families.
PUB DATE- 89
NOTE- 31p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Alcoholism; Behavior Change; Children; Counseling Techniques; *Elementary School Students; Family Problems; *Institutionalized Persons; Intervention; *Males; Program Effectiveness; *Self Esteem
Alcoholism is a growing problem in America today. Children are becoming addicted to chemicals at a much younger age. Those children who have alcoholic parents and/or grandparents are more susceptible to addiction because of hereditary factors. Children of alcoholic parents live amidst conflict and confusion. Because of this conflict and confusion, the self-esteem of these children is greatly decreased. This practicum attempted to increase the self-esteem of seven behavior-disordered boys who were living in a long-term residential center for boys. The boys ranged from 7 to 13 years of age. Specific objectives of the practicum included decreasing aggressive behavior, decreasing anxiety, and increasing awareness of the effects of alcoholism on families. Workshops, group sessions, and individual counseling were used to facilitate these objectives. The prevention of chemical addiction was stressed while working on ways to improve the self-image of these boys. Self-reports by the boys and staff logs of aggressive behavior indicated the boys' behavior had improved. Although anxiety levels remained the same, the boys saw themselves as better able to express their feelings in more appropriate manners. Boys attended weekly Alateen meetings. (Author/ABL)

ED 311 400 CS 009 788

Pottorff, Donald D.
Lessons Learned from an Upside-Down Reader: A Case Study of Larry.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Environment; Grade Repetition; Individualized Instruction; Intermediate Grades; Learning Disabilities; *Reading Failure; *Reading Instruction; *Student Placement

Larry arrived from California and was put in a fifth grade class's lowest reading group which was reading third-grade-level basals. Larry was often disruptive during reading instruction and claimed he could only read when the book was upside down. Tests indicated that Larry had normal vision but that he was learning disabled and reading at only a first grade level. Larry had devised a creative tactic which allowed him to escape the reading circle and at the same time to intrigue and impress the other children. Lessons to be learned from Larry are that: (1) what appeared to be a behavior disorder was only symptomatic of inappropriate instruction; (2) children are poor candidates for learning success when they find themselves dealing daily with survival; (3) placement at a proper instructional level cannot be over-emphasized; and (4) the decision to retain or not to retain a child should be made only after a complete evaluation has been accomplished. (RS)

ED 311 418 CS 009 810

Study Skills: The Key to Learning. English Language Arts Concept Paper Number 9.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) Classroom Us - Teaching Guides (For Teacher) (052) Collected Works - Serials (022
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Learning Strategies; Notetaking; Reading Strategies; Student Development; Study Habits; *Study Skills; Teacher Role; Visual Learning
IDENTIFIERS- Oregon

Based on the idea that teachers and researchers generally agree that students should learn how to study effectively and efficiently, this concept paper reviews the research in study skills; points out faulty assumptions about study skills as well as ineffective classroom practices; outlines some implications for instruction; and presents study skill strategies that show promise in helping students develop the skills for themselves. The skills the paper focuses on are good listening techniques, structural notetaking, visual learning, memory techniques, test-taking strategies, and correct reading rate. An 18-item annotated bibliography is attached. (NKA)

ED 311 435 CS 212 017

Covert, Douglas C.
A Failure of Source Lists.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Response; Content Analysis; *Information Sources; *Journalism; Media Research; Newspapers; Periodicals; Press Opinion
IDENTIFIERS- *Challenger Disaster; Journalism Research; *News Sources; Print Media
A content analysis of selected print media examined press coverage of the shuttle Challenger explosion. Press sources identifying and explaining technological causes were tabulated for two major newspapers, three popular newsmagazines, and one trade magazine, during the 30 days following the event. Results revealed (1) a failure to provide timely and accurate information because the press did not depart from customary sources; (2) a variation in collective behavior theory in that the media stopped seeking effective keynote speakers when regular sources failed; and (3) an apparent refusal of these media to publish incorrect or implausible information. (Eighteen notes and three tables of data are included.) (Author/RS)

ED 311 545 EA 021 312

Titus, Richard M.; DeFrances, Carol J.
Criminal Record Checks of Public School Employment Applicants.
PUB DATE- Sep 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Child Abuse; *Educational Legislation; Elementary Secondary Education; *Employment Practices; Employment Qualifications; National Surveys; *Public Schools; Sexual Abuse
IDENTIFIERS- *Criminal Records; *Screening Procedures
This examination of preemployment screening in the American public school focuses on how legislation and other factors influence the kind of screening that is conducted, what problems schools have had to deal with in carrying out the screening, and what administrative and legislative changes may be suggested. A total of 1,122 public school administrators in 18 states responded to a survey asking what forms of preemployment screening procedures are used to identify pedophiles and others who should not be allowed to work around children. School syste size was a more important determinant of screening procedures than applicable state legislation or other factors, with smaller systems relying more on employment and character references than on criminal record checks. Direct questioning of references about the applicant's criminal history, sexual deviance, or other problems is seldom used. Criminal record checks are often conducted without fingerprints. Some types of applicants may not be screened at all. Evidence of problem areas is presented, along with implications for policy and for further research. (Author/SI)

ED 311 560 EA 021 331

Stoloff, David L.
Building Educational Communities: Academic Partnerships in Canada and in the United States.
PUB DATE- 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Community Control; *Community Involvement; *Community Schools; Cooperative Programs; Elementary Secondary Education; Foreign Countries; Government Role; *Government School Relationship; Higher Education; *Institutional Cooperation; *International Cooperation; Interprofessional Relationship; Public Agencies
IDENTIFIERS- *Canada; *United States
This document examines how Ministries/Departments of Education in Canada and the United States build community-ownership of schools. Common and novel strategies for building educational communities are also discussed using Eisler's "gylanic" society paradigm. Individuals within governmental agencies that work at developing collaborative efforts between the different segments of the educational enterprise were identified. Twenty-five respondents from 11 nations commented on a questionnaire about how their governmental agency encourages cooperative efforts. Responses from Canada and the United States are highlighted along with a review of selected literature on educational cooperation and organization in these two neighboring nations. Findings indicate that the departments of education in Canada and in the United States engender cooperation among precollegiate schools through financial support, systemwide standardization of curriculum, and cosponsorship of community programs. Encouragement of school-university cooperation usually proceeds through indirect channels or through short-term, specially funded projects. (10 references) (SI)

ED 311 189 CE 053 033

Fishevski, Yuri; And Others
World Perspective Case Descriptions on Educational Programs for Adult
U.S.S.R.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 109p.; This series includes thirty-two documents (CE 053-003-03
covering Argentina to Yugoslavia. The first 78 pages of each docume
are identical introductory matter. Subsequent pages exhibit a varie
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; Foreign
Countries; Higher Education; *Medical Education; *Professional
Continuing Education; *Scientists; *Volunteers
IDENTIFIERS- *Peoples Universities; *USSR
These two case descriptions of adult education programs in the
U.S.S.R. are part of a set that reflects a cooperative effort by adul
educators to increase international understanding of various
educational programs for adults in their societal context. A face she
for each program provides this information: name, organization, and
address of the person who prepared the case description; program name
or title; type of program; type of organization with which the case
program is associated; and basic characteristics of service. The two
case descriptions are Znanie Society (Fishevski) and Continuing Medic
Education (Vartanian, Orlov, Nazarova). The Znanie Society is a
voluntary organization of scientists and other experts who teach adul
in the people's universities as well as through museums and libraries
The second case study discusses types and stages of postgraduate
education and methods of promoting continuing medical education. In
addition to the case descriptions, this document includes information
on the World Perspective case study project as well as indexes of all
cases by country and by category. (YLB)

ED 311 204 CE 053 175

We Are Tomorrow's Past. History of the Canadian Home Economics Association 1939-1989.
Canadian Home Economics Association, Ottawa (Ontario).
PUB DATE- Jul 89
AVAILABLE FROM- Canadian Home Economics Association, 901-151 Slater Street, Ottawa, Ontario K1P 5H3 ($15.00 plus $1.50 postage and handling).
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adults; Extension Agents; Foreign Countries; *History; *Home Economics; Home Economics Teachers; *Organizational Change; Organizational Climate; *Organizational Communication; Organizational Effectiveness; Organizational Objectives; *Professional Associations; *Professional Development; Public Relations
IDENTIFIERS- *Canadian Home Economics Association

This publication traces the history of the Canadian Home Economics Association (CHEA) during the 50 years 1939-1989. The following articles are included: "The Beginning: Our Founding Convention" (Elizabeth Feniak); "Leading the Way: The Presidents"; "The Symbols: Crest, Chain of Office, and Ring" (Fran Genereux); "Keeping Us Informed: The Newsletters" (Linda Hay, Donna Egglestone, Joan Bloxom, and Carol Blyth); "Reflecting Our Professionalism: The Journals" (Catherine Ellis, Mary McIntyre, Jane Carlyle, and Pat Inglis); "The Rules: Incorporation and Constitution" (Donna Horton); "CHEA Structure: The Quest for Effective National Representation" (Faye Forbes Anderson); "Where the Action Is: The Committees" (Diane Luke); "The Professional Practice Areas" (Lois Arnold, Barbara Weese, and Jean McHarg); "What Makes It Work: Membership" (Linda Homenick, Arlene Smith); "Our Headquarters: The National Office" (Ellen Boynton); "Shaping Public Policy: Fulfilling an Aim" (Kathy Deyell, Carol Whiteside); "The Honors: Awards and Scholarships" (Gertrude Gerlach); "Encouraging Research: The CHEA Foundation" (Mary Chenail); "Links in the Chain: Groups We Work With" (Marjorie Lawrence, Wanda Young, Shirley Rebus, and Barbara Hausegger); "Partnership in Action: The International Development Program" (Rosemary Zak); "Home Economics Associations at Work: The Affiliates" (Norma Bannerman); "Meeting and Sharing: The Conventions" (Susan Somerville); "Image or Identity: The Search Continues" (Ruth E. Berry); and "Looking Both Ways: A Perspective" (Betty Wolfe). Editors' comments and a profile of early contributing member Katherine Middleton are included in the publication. (KC)

ED 311 263 CE 053 271

A Follow-up Study of the 1988 Graduates of Postsecondary Vocational Programs in Montana.
Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Attitudes; Graduate Surveys; Job Satisfaction *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; Program Attitudes; Program Effectiveness; State Programs; Technical Education; Two Year Colleges; *Vocational Education; *Vocational Followup; Vocational Schools
IDENTIFIERS- *Montana

A follow-up study was conducted of the 1988 graduates of vocational-technical centers, three community colleges, and Northern Montana College. Data were gathered through a survey form mailed to 714 graduates (from a sample of 1,258), yielding 300 responses (43 percent). Approximately 33 percent of the respondents received a degree in technical studies or business, 16 percent in health, 13 percent in general studies, and 6 percent in agricultural program areas. Some of the findings of the study were as follows: (1) more than one-third of the graduates intend to pursue more education, and about half were undecided; (2) almost three-fourths of the graduates indicated that their completed coursework was good to excellent in meeting their continuing education needs; (3) 87 percent of the respondents considered their coursework to be of immediate or long-term direct benefit to their career plans; (4) graduates rated ancillary services highly, except placement services, which may have suffered by comparison because of the sluggish economy; and (5) graduates related a high level of satisfaction with the usefulness of the programs and training received for performing their present jobs. The study recommended that annual follow-up studies be conducted in order to ensure that Montana's postsecondary vocational-technical education programs continue to be relevant to student needs and the job market. An addendum supplementing this follow-up study is attached. It contains two tables which relate the employment status of the graduates and reported salary by programs completed. (KC)

ED 311 323 CG 021 936

Horne, Lynn; Lowe, James D., Jr.
Concern of Black and White College Students over Expected Parental Caregiver Role.
PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Washington, DC, March 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Caregivers; College Students; *Expectation; Higher Education; *Older Adults; Parent Child Relationship; Racial Differences; *White Students
The expected dramatic increase in the number of elderly people will bring with it an equally dramatic demand for increasing amounts of care and assistance for those who are manifesting the frailties of old age. This study assessed the level of concern or anxiety manifested by young adults when asked to consider their assumption of care responsibilities for aging parents. Since there is some evidence that parental care responsibilities may be viewed differently by black and white adult children, differences in black and white college students in their concern over the prospect of caring for elderly parents were explored. Subjects (N=154), of whom 125 were white and 29 were black, were college students from intact two-parent families. Each student was administered the State-Trait Anxiety Inventory completing an anxiety scale relative to the likelihood of having to provide services to elderly parents. The results of the study indicated that anticipation of caregiving responsibilities for a parent in the future was very anxiety-provoking for white college students but aroused little apprehension among black students. White students should be far more amenable to education efforts aimed at helping them cope with such feelings. The lack of anxiety manifested by black students indicates a tolerance of the responsibilities of a caregiving role. (ABL)

ED 311 355 CG 021 970

Craig, Rebecca T.
Making Ends Meet: Maximizing the Mental Health Dollar. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Nov 88
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th St., Suite 2100, Denver, CO 80265 ($5.00 boo rate; add $1.50 for first class postage and same day handling).
NOTE- 16p.; Update of ED 273 906. A product of the Mental Health Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Community Health Services; *Cost Effectiveness; Federal Legislation; *Financial Policy; Financial Support; *Health Care Cost Health Insurance; *Mental Health; *Mental Health Programs; Public Policy; State Federal Aid; State Government; State Legislation; Stat Programs; Trend Analysis
Historically, the financial responsibility for caring for those with mental illness has shifted back and forth from the local community, to the state, to the federal government. Today states provide the vast majority of the funds to the state mental health agencies and oversee local governments and most private resources for mental health funding To establish financially sound and responsive mental health systems, state legislatures should: (1) develop effective fiscal/management models; (2) oversee the coordination of services and provide the legal framework for service delivery; (3) examine costs involved in providin care for those with mental illness; (4) use an improved system of contract management, budgeting, and information management; (5) remove specific eligibility requirements and encourage states and localities to meet the needs of the mentally ill; (6) encourage private insurance programs to provide financial incentives for the provision of care in the least restrictive, least costly environments; and (7) encourage creative and efficient models for improving mental health financing. Financing trends could produce significant change in the future reimbursement of mental health care with states being challenged to create a funding mix for mental health and supportive services and to develop cost-effective program implementation. (Specific program and legislative responses of the states are described.) (ABL)

ED 311 385 CG 022 000

Marullo, Sam
Gender Differences in Peace Movement Participation.
PUB DATE- 18 Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (59th, Baltimore, MD, March 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Change Agents; *Group Dynamics; *Peace; Political Affiliation; Political Attitudes; *Sex Differences; Social Action
Women have been believed to be peacemakers throughout the centuries. Whether this is biologically determined or a socially structured has been a matter of controversy. This study examined gender differences and the social dynamics of peace movement participation. Subjects (N=272) were members of a local nuclear freeze campaign in 1984. Discriminant analysis and difference of means tests were applied to survey data to discern demographic, resource, attitudinal, and ideological characteristics that distinguished female and male participants. Very few differences were found and some were expected due to larger societal differences. However, subtle attitudinal differences revealed that women were less likely to believe in the utility of nuclear weapons and to minimize the strength of the United State's arsenal, demonstrating women's greater likelihood to take more risks than men. It is important to keep these differences in mind in terms of recruitment and education in order to avoid fostering a gender gap within peace movement organizations. To a great degree, differentiation within the movement has already occurred, and some of it can be seen as responding to these gender differences. The organizations most prone to gender differentiation should make special efforts to widen the conceptual framework of their members by explicitly making the other gender's perspective an integral part of their educational program. (ABL)

ED 311 498 CS 506 814

Baldwin, Thomas F.; Wirth, Michael O.
Public Policy Implications of the Transition to a Subscription-Based Economic Structure for the Television Industry.
PUB DATE- Aug 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; *Broadcast Television; *Cable Television; Competition; Mass Media Use; Programing (Broadcast); *Public Policy
IDENTIFIERS- *Subscription Television
This paper argues that the United States television industry is in a transitional period between the dominance of an advertiser-supported system and an advertiser-subscription system, and that a "dual revenue stream" system of subscription and advertising will eventually relegate the advertiser-only support system to a secondary role. The paper reviews the economic environment for television programming and projects current trends a few years ahead to suggest how the transformation to subscription television can take place. It then describes the effects of such a transformation, and finally, explores public policy issues and options arising from the new television system. The paper's sections are as follows: (1) The Developing Television System; (2) The Future for Broadcast-Only Consumers; (3) The Future for Cable Subscribers; (4) Cable's Role in the Advertising Marketplace; (5) Public Policy Implications for Broadcast-Only Consumers; (6) Public Policy for Cable Consumers; and (7) Conclusion. Thirty-four references are attached. (SR)

ED 311 515 CS 506 872

Roth, Lane
Death and Rebirth in "Star Trek II: The Wrath of Khan."
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Death; *Film Criticism; *Films; Imagery
Motifs; Mythology; Popular Culture; *Science Fiction
IDENTIFIERS- Film Theory; *Heroes; *Star Trek
"Star Trek II" is a treatment of the penultimate stages of the monomyth in which the hero descends into the underworld and is reborn. This psychological sense of rebirth is evoked in modern audiences by the film. In particular, the doppelganger (psychic double) motif, so often associated in film, literature, and myth with the anticipation of death, takes the form in "Star Trek II" of the double-hero. The film's treatment of the myth bifurcates the hero into the individual characters of Admiral James T. Kirk and Captain Spock. The film suggests, through dialogue and imagery, that Spock is really Kirk's doppelganger. The deaths of the double-hero (Spock dies from lethal radiation and Kirk is killed by the revengeful Khan) are followed by rebirth or the promise of rebirth. The cycle of death and rebirth has another equivalent in "Star Trek II's" sight and sound. Spock is the first character we see and the last voice we hear. The promise of continuity on the soundtrack is reinforced by the image track through cyclical camera movement and specific imagery. The film's premier metaphor for education about the death-rebirth cycle is the Kobayashi Maru Test, a simulation of conflict with a enemy spaceship. Film audiences, because of their identification with the double-hero, are also likely to learn from Kirk's words about the interdependence of life and death. The film employs science fiction metaphors to communicate a timeless lesson about the cycle of life, death, and rebirth. (MG)

ED 311 576 EA 021 347

Education, Technology, and the Texas Economy, Volume 1: Economics of Eduction. Policy Research Project Report Number 85.
Texas Education Agency, Austin.; Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
PUB DATE- 88
NOTE- 122p.; For related documents, see EA 021 348-349.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Impact; Elementary Secondary Education; *Labor Force; *Labor Force Development; Technical Education; *Technological Advancement
IDENTIFIERS- *Texas

Economic internationalization has caused the traditional advantages enjoyed by the Texas and U.S. economies to either disappear or to diminish in importance. Further, technology has allowed natural resources to become less important, while elevating knowledge and skills as the keys to improvements in productivity, living standards, and national power. The development and use of leading edge technology is necessary; a work force with higher-order thinking and communication skills is required. Unless we give greater attention to upgrading the skills and knowledge of those who have already completed school and enact fundamental structural reforms within the current school system, the economic challenges the country will face during the next 10 to 15 years are likely to be unmet. School productivity must be improved to bring almost all students to a level previously reserved for the elite. To help accomplish this, it is particularly important to improve the status, remuneration, and responsibilities of teachers. In addition, decisions must be decentralized to the schools, and highly qualified professionals must be held accountable for measured student achievement. Moreover, many successful interventions depend on changing attitudes and expectations; the elitist myth that educational achievement is due to innate ability rather than hard work must be abandoned. The bibliography contains 122 references. (KM)

ED 311 219 CE 053 204

Competency-Based Recordkeeping. Bulletin 1781.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 86
NOTE- 440p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accounting; *Bookkeeping; *Business Skills; Clerical Occupations; Competence; Competency Based Education; Consumer Education; Course Content; Course Organization; Equipment; High Schools; Learning Activities; *Money Management; Office Occupations Education; *Recordkeeping; State Curriculum Guides; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Louisiana

This model instructional unit was developed to aid business teachers in Louisiana to prepare students in grades 10-12 for business and office employment, further educational experiences, and responsible consumer activity. It provides guidance on model performance objectives, current technology content, sources, and supplemental materials. Following a course description and rationale, the guide contains 12 instructional units covering the following topics: introduction to recordkeeping; personal financial planning records; personal banking records; personal tax records; business cash records; business merchandising records; business payroll records; accounting--fundamentals; accounting--journalizing and posting; accounting--purchase and sales; accounting--financial statements; and filing. Each unit consists of an introduction; competencies; general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject matter content related to specific performance objectives and learning activities; activity sheets; transparency masters; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

ED 311 234 CE 053 234

New Technology and Human Resource Development in the Automobile Industry.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- May 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Foreign Countries; *Industrial Structure; Job Training; *Labor Force Development; *Organizational Development; *Technological Advancement; Technological Literacy; *Technology Transfer
IDENTIFIERS- *Automobile Industry

This document contains five case studies of plants within large enterprises in the automobile industry (Ford, Toyota, Volkswagen, Renault, and Volvo), plus reports of each company's views on human resource development, new technology, and changes in work organization and skill formation. The document is composed of five narrative sections, references, and an appendix. The first section sets the case studies within the context of a larger study of technological change and industrial restructuring. The second section describes the rationale and methodology used and reports the findings of the case studies from plants in the United States, Japan, West Germany, France, and Sweden. The third section discusses the following topics: (1) technology in the automobile industry; (2) the process of technological change; (3) management change and the proper use of technologies; and (4) technology as an instrument for managing change. The fourth section examines employment and work organization, including the impact of economic conditions, the importance of internal labor markets, health and safety considerations, and the question of job satisfaction. The fifth section discusses training and education, pointing out that the issues related to the current situation go beyond purely vocational training and involve education in the broader sense. Eight references are cited. The appendix contains detailed descriptions of the five companies that participated in the study. (CML)

ED 311 278 CE 053 308

Dampier, Lawrence Paul
Towards a Public Policy for Adult Education in B.C.: A Review.
PUB DATE- Sep 77
NOTE- 85p.; Master's paper, University of British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Education; *Educational History; Foreign Countries *Government Role; *Government School Relationship; Lifelong Learning *Public Policy
IDENTIFIERS- *British Columbia
This document's purpose is to trace the growing acceptance of adult education in British Columbia (Canada) by the government, using public policy as the key indicator. The document consists of an introduction, four substantive sections, and a 31-item bibliography. The first section develops an overview of public policy. Included are considerations of what public policy is, why it is necessary, who is responsible for making it, how it is formulated, and what different types of public policy exist regarding adult education. The second section is a review of the evolving acceptance by government of its responsibilities for providing education generally. The resulting distinction between youth and adult education is considered, and an outline of modern attempts to integrate all education under the banner of lifelong learning is included. The third section traces the attempt in British Columbia to ensure the provision of adult education. The roles of the provincial and federal governments, various fact-finding commissions, professional associations, and other organizations concerned with adult education are addressed. The fourth section considers the present level of government support for adult education and looks at what might be reasonably expected in the future in terms of supportive public policy. (CML)

ED 311 294 CE 053 395

Collins, Cindy
Going to the Market. Teacher Edition. Fashion Buying Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. DE 1073).
NOTE- 30p.; For related documents, see CE 053 393-394.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clothing; Competency Based Education; *Fashion Industry; Marketing; *Merchandising; Postsecondary Education; *Retailing; Salesmanship; Secondary Education
IDENTIFIERS- *Buyers
This teacher's guide presents material for a unit on attending the retail fashion market. Content focuses on previewing merchandise for purchase, factors involved in a major market trip, common terms used when ordering merchandise, and pricing strategies. The guide contains 4 objectives, 6 group learning activities keyed to the objectives, 12 transparency masters with dialogue for each, and 5 alternate group activities (case studies). A pretest and posttest with answers complete the unit. (KC)

ED 311 308 CE 053 443

Rivera, William M.
Trends and Issues in International Agricultural Extension: The End of the Beginning.
PUB DATE- 3 Oct 89
NOTE- 35p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Trends; Comparative Analysis; *Conflict; Dissent; Financial Support; *Global Approach; Models; *Performance Factors; *Rural Extension; *Systems Analysis
IDENTIFIERS- *Cooperative Extension Service
This paper examines trends and issues in international agricultural extension and offers seven reasons for the establishment of extension systems after World War II. It makes the case that, although the general situation is somewhat similar today, three current developments color and shape extension and may cause its demise: (1) institutional attack of public extension over its cost and financing; (2) controversy over which system model of extension is preferable; and (3) disagreements over what lessons have been learned from the extension literature. Re-examination of the three developments reveals several basic truths: (1) every situation is different; (2) extension models must be considered with respect to the specific situation; (3) economic sustainability is a primary consideration in program/project development; and (4) extension systems must be flexible and change with changing policies, technologies, and the needs of farmers. The implications of these developments for the U.S. Cooperative Extension Service are that (1) domestic experience is both valuable and limited; (2) it needs to know more about other extension systems and their strengths and weaknesses; (3) there is no one best system/model; (4) in principle extension is flexible, but procedures are needed to ensure that its organization evolves along with changes in its target audiences and technologies; (5) the costs and financing of public extension are paramount concerns; (6) economic sustainability is a main consideration in program/project development; and (7) it is time to stop ignoring the U.S. organizational experience. (Included are a 25-item reference list and an appendix of Project Performance Factors.) (NLL)

ED 311 340 CG 021 954

Beymer, Lawrence
Improving Equity Career Guidance in Indiana Junior High and Middle Schools: Results and Recommendations from a Three Year Project. Equity Career Guidance Monograph #4.
Indiana Commission on Vocational and Technical Education.; Indiana State Univ., Terre Haute. Dept. of Counseling.
PUB DATE- Sep 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Career Counseling; *Career Guidance; *Career Planning; *Counseling Services; Equal Education; *Junior High Schools Junior High School Students; Middle Schools; School Counseling; Secondary School Students
IDENTIFIERS- *Indiana
While many youngsters today are successfully mastering the life and career planning process, too many others are not. One faulty coping mechanism is premature closure, the untimely and ill-considered self-narrowing of alternatives. The goal of this project was to help counselors, teachers, and principals develop the insights and skills necessary to counteract forms of premature closure and biases based upon gender, socioeconomic class, and perceived ability. Seventy-one junior high and middle schools were selected to participate in the 3-year project. Recommendations drawn from the project's experiences included: (1) vocational and technical education has no image or an unappealing image to students; (2) self-esteem is the foundation upon which educational and psychological effectiveness is built; (3) policies and procedures must be implemented to generate data for use in rational decision making; (4) more support for organized career and life planning activities is needed, as well as more professional services; (5) the proportion of counselor time devoted to the special education and talented students should be in proportion to the size of these groups; (6) reality must not be exaggerated, distorted, or oversimplified; and (7) the economic and social environment needs to be improved. Providing comprehensive career guidance and life planning guidance services for junior high and middle school students can be an effective way to bring personal meaning to their school experiences. (ABL)

ED 311 370 CG 021 985

Johnson, Jeannette L.; Bennett, Linda A.
Adult Children of Alcoholics: Theory and Research. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 89
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 27p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Adult Children; *Alcoholism; *Drinking; Intervention; Parent Child Relationship; Prevention; *Research Needs; Trend Analysis

The concept of adult children of alcoholics (ACoA) has received wide public recognition and acceptance. An ACoA is defined as any adult who, as a child, was reared by one or two alcoholic parents. To date research has not sufficiently addressed the many questions generated by the grass roots movement, such as whether or not adult children of alcoholics take themselves too seriously or whether or not they have difficulty having fun. Four research areas useful to educators, therapists, and adults raised by alcoholic parents are transmission of alcoholism, family disruption, personality, and general studies of adaptation. Adults who were raised by alcoholic parents have had different developmental experiences than adults who were not raised by alcoholic parents. Adult children of alcoholics are considered a population at risk. Group therapy and family therapy are two treatments currently being used with ACoAs. Issues brought forth by grass roots movements need to be substantiated before valuable prevention resources are invested. The treatment industry needs to be evaluated. Changing patterns of alcoholism also need to be investigated. (Resources for adult children of alcoholics are listed.) (ABL)

ED 311 401 CS 009 790

Schwartz, Robert M.; Cramer, Ronald L.
Planning Process Lessons: A Guide to Independent Learning.
PUB DATE- Feb 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Class Organization; Classroom Techniques Elementary Secondary Education; *Independent Study; *Instructional Effectiveness; *Lesson Plans; Process Education; Student Improvement; Teaching Methods
IDENTIFIERS- Content Learning; Process Skills
Lesson planning can be divided into three types--content, process, and context. Each type helps to organize classroom activities, and together they establish the ambiance of the learners' journey. Content plans focus on information students should know. Instructional strategies designed to introduce or elaborate the content presentation should be included. Process plans help students learn how to perform cognitive skills or procedures. Process skills include procedural knowledge that supports independent learning. Context plans set the larger framework in which content and process lessons occur. Context plans can include decisions about grouping, discipline, and grading. The instructor can develop process lesson plans in six steps: (1) decide what process changes would improve student performance; (2) help students understand the purpose of the lesson; (3) help students connect prior knowledge to new process information; (4) break instruction into incremental steps to help students develop their performance theory; (5) provide meaningful practice in the process; and (6) extend the lesson by making applications to other areas. The process lesson format contributes to the goal of creating more meaningful learning contexts by facilitating instructional planning. Well-structured content and process plans will help insure that all students make progress in acquiring the knowledge and skills that support cultural literacy. (Twenty-two references are attached.) (MG)

ED 311 419 CS 009 811

Leino, Anna-Liisa; And Others
A Study of Learning Styles. Research Bulletin 72.
Helsinki Univ. (Finland). Dept. of Education.
PUB DATE- 89
NOTE- 78p.
LANGUAGE- English
;EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Style; Cognitive Tests; Educational Research; *Evaluation Methods; Foreign Countries; Grade Junior High Schools; Learning Disabilities; Learning Strategies; Preservice Teacher Education
IDENTIFIERS- Finland; *Knowledge Accessing Modes Inventory; *Learning Style Profile (NASSP)
A study was conducted to help clarify the definitions and mutual relationships of cognitive styles and learning styles and to find a feasible instrument to be used for diagnostic purposes to help student with learning difficulties. Subjects, 81 ninth-grade suburban Finnish comprehensive school students in five classrooms, were given the Knowledge Accessing Modes Inventory (KAMI) and the Learning Style Profile (LSP). The relationships between subscales of the instruments and between styles profile and school achievement were analyzed. Results indicated that (1) hardly any subject-related differences coul be discovered between the LSP and school achievement; and (2) the Cognitive Style profile subscale of the LSP correlated highly with school achievement, but that only a few subscales of other sectors of the LSP did the same. Findings suggest that parts of the LSP can be used by teachers to help identify students with learning difficulties and that the LSP can be used in preservice teacher education to familiarize students with the controversy over learning styles. (Four figures and six tables of data are included; seven pages of reference and a complete list of earlier research bulletins are attached.) (RS)

ED 311 436 CS 212 022

Mulcrone, Mick
On the Razor's Edge: The Irish-American Press on the Eve of World War One.
PUB DATE- Aug 89
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Ethnic Groups; *Ethnic Status; *Journalism History; Mass Media Role; *Newspapers
IDENTIFIERS- Ethnic Newspapers; *Irish Americans; Journalism Research; *World War I

A study examined three partisan Irish-American newspapers ("Irish World," "Gaelic-American," and the "Leader") representative of the Irish-American press before the First World War. The newspapers appealed to different constituencies, had contrasting orientations, an enjoyed substantial influence within the Irish-American community. The primary role of the Irish-American press at the beginning of the twentieth century was to make sense out of the tangle of aspirations and insecurities and to devise comprehensible strategies by which respectability and acceptance might be won by the Irish in America. As the world moved inexorably toward World War One, the Irish-American press would scramble for a strategy by which hatred of Britain and all things Anglo-Saxon might somehow be kept in harmony with loyalty to th United States. Irish immigrants remained in search of a definition of themselves, and the Irish-American press provided that definition in the American context. The Irish-American press provided a critical forum in which the passions, insecurities, and conflicting yearnings o the Irish might be voiced and reconciled. The Irish-American press stood not merely as an ethnic supplement to the mainstream press, but as its adversary. (Ninety-four notes are included.) (RS)

ED 311 451 CS 212 095

Lutz, William, Ed.
Beyond Nineteen Eighty-Four: Doublespeak in a Post-Orwellian Age.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 02859-3020; $12.95 member, $15.95 nonmember).
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Deception; English; Language Role; *Language Usage; Linguistics; *Persuasive Discourse; *Propaganda
IDENTIFIERS- *Doublespeak; Jargon; Orwell (George)

This book probes the efforts at manipulation individuals face daily in this information age and the tactics of persuaders from many sectors of society using various forms of Orwellian "doublespeak." The book contains the following essays: (1) "Notes toward a Definition of Doublespeak" (William Lutz); (2) "Truisms Are True: Orwell's View of Language" (Walker Gibson); (3) "Mr. Orwell, Mr. Schlesinger, and the Language" (Hugh Rank); (4) "What Do We Know?" (Charles Weingartner); (5) "The Dangers of Singlespeak" (Edward M. White); (6) "The Fallacies of Doublespeak" (Dennis Rohatyn); (7) "Doublespeak and Ethics" (George R. Bramer); (8) "Post-Orwellian Refinements of Doublethink: Will the Real Big Brother Please Stand Up?" (Donald Lazere); (9) "Worldthink" (Richard Ohmann); (10) "'Bullets Hurt, Corpses Stink': George Orwell and the Language of Warfare" (Harry Brent); (11) "Political Language: The Art of Saying Nothing" (Dan F. Hahn); (12) "Fiddle-Faddle, Flapdoodle, and Balderdash: Some Thoughts about Jargon" (Frank J. D'Angelo); (13) "How to Read an Ad: Learning to Read between the Lies" (D. G. Kehl); (14) "Subliminal Chainings: Metonymical Doublespeak in Advertising" (Don L. F. Nilsen); (15) "Doublespeak and the Polemics of Technology" (Scott Buechler); (16) "Make Money, Not Sense: Keep Academia Green" (Julia Penelope); (17) "Sensationspeak in America" (Roy F. Fox); and (18) "The Pop Grammarians--Good Intentions, Silly Ideas, and Doublespeak" (Charles Suhor). Three appendixes are attached: "The George Orwell Awards," "The Doublespeak Award," and "The Quarterly Review of Doublespeak." (MS)

ED 311 466 CS 212 115

Language Diversity and English Instruction Concept Paper. English Language Arts Concept Paper Number 8.
Oregon State Dept. of Education, Salem.
PUB DATE- Sep 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052) Collected Works - Serials (022
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *English Instruction; *Language Arts; Language Role; Parent Teacher Cooperation; Student Development; *Teacher Role
IDENTIFIERS- Communication Strategies; *Oregon

This concept paper is intended to assist educators to understand why American culture has become so diverse, to review certain guiding principles and related research in effective educational practices for language instruction, and to present a number of instructional implications derived from the research. The recommendations for teachers which are presented in the paper are divided into principles for instruction, for reading, for oral communication, for writing, and for communicating with parents. A 37-item annotated bibliography is attached. (NKA)

ED 311 482 CS 506 733

Byerly, Carolyn M.
Resistance to Violent Pornography: The Question of Feminist Praxis.
PUB DATE- Aug 89
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989). Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Feminism; Marketing; *Mass Media Effects; *Pornography; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Violence
IDENTIFIERS- Consumer Organizations; Power Struggles; Sex Offenders
This paper focuses on the organized feminist resistance, during the 1970s, to the availability of both soft and hard-core pornography in mainstream films, magazines, and advertisements. A research review supports the contention that the power struggle between men and women as defined by the pornography issue merely reflects a deeper, generally-accepted gender inequality which tends to leave women out of the shaping of corporate and legal policies. The use of consumer boycott by a group of feminists in the late 1970s is discussed in depth in order to provide support for the conclusion that feminists can define a more active role for themselves in determining corporate media policy regarding the portrayal of women. Forty-three references and 12 figures (illustrations) are attached. (NH)

ED 311 530 EA 021 285

Hall, Robert F.; Lutz, Keith N.
Clinical Field Experience in Educational Administration: A Regional Study.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Clinical Experience; *Educational Administration; Elementary Secondary Education; Higher Education; Instructional Leadership; *Internship Programs; *Practicums; Work Experience Programs
The need for clinical field experience in preparation programs for educational administrators is examined. A review of literature addressing this issue is presented, followed by a description of a 12-state survey conducted to determine how clinical field experience for the preparation of educational administrators was structured. Forty-three out of 75 educational administration departments in colleges and universities responded. The most common method reported for supervising students in an internship was a combination of a department faculty member and a field practitioner. Summaries are provided of the structure of the clinical field experience programs at the following universities: Central Missouri State University; Illinois State University; Indiana State University; Ohio University; University of Minnesota; and Western Illinois University. It is argued that the field experience in educational administration can best be completed in three phases: (1) introductory experiences; (2) internship; and (3) first-year consultation and support. (31 references) (SI)

ED 311 561 EA 021 332

Stoloff, David L.
Collaborations California-Style: A Review of the California Academic Partnership Program.
PUB DATE- 89
NOTE- 18p.; For related paper, see EA 021 334. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 1989). Supported in part by the Academic Partnership in Science Education and Project SUPPORT.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Elementary Secondary Education; Higher Education; *Institutional Cooperation; Intergroup Relations; Participative Decision Making; Teamwork; Universities
IDENTIFIERS- *California
The California Academic Partnership Program is examined in this paper. Information gathered through a review of internal and external program documentation is analyzed to develop principles for intervening successfully through cooperative efforts and for ensuring the institutionalization of collaborative programs. Reviewed are: (1) the history of the California Academic Partnership Program; (2) the implementation strategies used to promote collaboration by the 30 projects the program funded from 1984 through 1988; and (3) the program's evaluation and research findings on essential characteristics for effective school-university relationships. Characteristics that contribute to effective partnerships include establishing common goals, developing mutual trust and respect, providing sufficient time to develop relationships, recognizing different cycles, sharing responsibility, and developing crisp lines of communication. (4 references) (SI)

ED 311 161 CE 053 005

Nyemba, J. A.
World Perspective Case Descriptions on Educational Programs for Adults
Cameroon.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 112p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agricultural Education; Case Studies;
*Continuing Education Centers; Developing Nations; *Experiment
Stations; Extension Agents; *Extension Education; Foreign Countries;
Outreach Programs; *Program Evaluation
IDENTIFIERS- *Cameroon

This document contains two case studies of adult education programs in Cameroon. Both case studies begin with a "face sheet" on which is recorded basic information about the program and the case study itself. One case study is intended to evaluate the impact of the agricultural university center in the Dschang area from 1977-1987 and to provide guidelines for organizing extension and outreach activities more efficiently. An introduction describes the center. Other sections describe the study's methodology and extension problems in coffee production and marketing, food crop production, and animal production. Also addressed are extension problems with local organizations, the potential role of the university center as perceived by small farmers, the potential role of the university center as perceived by public and private institutions' staff members, and the potential role of the university center as perceived by staff members of public and private institutions. A four-item bibliography is included. The second case study describes the educational activities of Cameroon agriculture extension stations, which are aimed at farmers operating farms from one-half acre to three acres in size. Major sections describe the stations' setting, goals, process of planning and conducting programs, the participants and their needs, the role taken by extension agents, the content of the programs, the history of the stations, and the stations' current status. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 249 CE 053 255

Mishel, Lawrence
Advance Notice of Plant Closings: Benefits Outweigh the Costs. Briefing Paper.
Economic Policy Inst., Washington, DC.
PUB DATE- May 88
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($2.00).
NOTE- 14p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Cost Effectiveness; *Dislocated Workers; *Job Layoff; *Personnel Policy; Reduction in Force; *Unemployment; *Unemployment Insurance
IDENTIFIERS- *Plant Shutdown

Evidence overwhelmingly shows that providing workers with advance notice of layoffs generates substantial benefits (to displaced workers their families, local communities, and the economy in general) that vastly outweigh any reasonable estimates of costs. Advance notice allows displaced workers to find work prior to their date of displacement, reducing the probability that they will suffer unemployment and also moderating temporary increases in area unemployment rates. The reduction in joblessness and the greater earnings that result were determined for male and female blue- and white-collar workers. The estimates imply substantial unemployment insurance savings and greater earnings for displaced workers. In the last year studied (1986), the number of workers who received unemployment benefits because of a job loss was 772,000. The savings o an estimated 3.8 fewer weeks of joblessness at the average weekly benefit of $140 would be $410 million, which is double the current costs of displaced worker programs. The most in-depth study of busines practice regarding advance notice showed that the median notice to white-collar workers was 14 days, to union blue-collar workers was 14 days, and to nonunion blue-collar workers was 2 days in 1983 and 1984. Recent studies show that the productivity of a notified work force doe not significantly decrease and that creditors and customers tend not t desert the company. (CML)

ED 311 546 EA 021 313

Elementary School Organization: Self-Contained and Departmentalized Classroom Structures.
Des Moines Public Schools, Iowa.
PUB DATE- May 89
AVAILABLE FROM- Publications, Attn: J. Drees, Des Moines Public School Elementary Department, 1800 Grand Avenue, Des Moines, IA 50307 ($10.00).
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Class Organization; *Departments; Educational Environment; Elementary Education; *Elementary Schools; Institutional Characteristics; *School Organization; *Self Contained Classrooms; Student Adjustment
IDENTIFIERS- *Des Moines Public Schools IA

Surveys were conducted to investigate contemporary thought regarding organizational practices at the elementary level, with particular attention to identifying the extent to which departmentalization was supported by research and actually employed in 24 elementary schools i the Midwest and in 41 Des Moines elementary schools. Four committees worked independently to review the literature (over 1,500 abstracts an journal articles were examined), survey the philosophies of 25 midwestern universities, and assess elementary school practices in the Midwest and Des Moines. The reports of each committee are presented sequentially, and all three survey questionnaires are provided. Frequently rates from the responses of university department chairs (n=25), selected Midwest school superintendents (n=24), and Des Moines elementary school principals (n=41) were tabulated. The results failed to provide evidence to suggest that organizational structure has a significant impact on student achievement or development. Results also indicated that departmentalization is incorporated into the primary grade levels (kindergarten through third) to a limited degree. The extent of departmentalization increased in the intermediate grade levels four and five. Current practices in Des Moines schools were consistent with those found in research. (JAM)

ED 311 175 CE 053 019

Federighi, Paolo; And Others
. World Perspective Case Descriptions on Educational Programs for Adults
Italy.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 178p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy;
Case Studies; Community Development; *Continuing Education;
Disadvantaged Environment; Foreign Countries; *Government Role;
Higher Education; Job Training; Library Extension; Literacy Educatio
Mass Media; Nonformal Education; *Program Development
IDENTIFIERS- *Italy
Nine adult education programs being conducted in Italy are described
in the case studies in this packet. The courses range from adult basic
education to continuing education courses in languages and management.
Most are described in connection with the area of the country in which
they are offered. The following programs are profiled: (1) public and
library--a plan for the education of adults (Federighi); (2) creation
of an adult education system in the Molise region (Susi); (3) Center
for Continuing Education in the Veneto region (Filippi); (4) education
for adults in the earthquake region of Basilicata (Susi); (5) adult
education in Bologna (Ricci); (6) adult education for the city of Prat
(De Santis); (7) provincial administration of Modena (Tori); (8)
University of the Third Age--Orvieto (del Corno); and (9) mass media
and adult education in Sardinia (Fabio). Most program descriptions are
overviews of the programs being conducted in the regions, with
: information on budget, population served, and types of courses offered
(In addition to the case description, this document includes
information on the World Perspective case study project, indexes of al
cases by country and by category, and guidelines for contributors.)
4) (KC)
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ED 311 190 CE 053 034

Rebesko, Branco; And Others
World Perspective Case Descriptions on Educational Programs for Adults: Yugoslavia.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 224p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; *Extension Education; Foreign Countries; Higher Education; *Labor Education; *Literacy Education; *Nutrition Instruction; *Veterinary Medical Education
IDENTIFIERS- *Yugoslavia
These eight case descriptions of adult education programs in Yugoslavia are part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet for each program provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The eight case descriptions are Veterinary Education of Farming Population (Rebesko); Extension Service and Its Role in Training Farmers--Slovenia (Tone); Nutrition Education (Osolnik); Literacy (Kulik); Research into and Training in Literacy (Savicevic); Literacy and Workers (Savicevic); Development of Training in Sava, Kranj (Pevc); and Self Management at Workers Universities (Oljaca). In addition to the case descriptions, this document includes information on the World Perspective case study project as well as indexes of all cases by country and by category. (YLB)

ED 311 205 CE 053 185

Pelavin, Diane C.
Pelavin Associates, Inc., Washington, DC.
Analysis of State and Regional Personnel Shortages and National Training Needs for Selected Specialties in Vocational Rehabilitation. Volume I: Final Report. Volume II: Tabulations.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- May 88
NOTE- 514p.; For a related document, see CE 053 186.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Disabilities; *Educational Needs; Employment Patterns; Employment Projections; *Labor Needs; *Labor Supply; Nursing; Postsecondary Education; *Regional Planning; Rehabilitation Counseling; *Statewide Planning; Vocational Adjustment; Vocational Education; Vocational Evaluation; *Vocational Rehabilitation
The first volume in this document is the final report of a study examining personnel shortages and training needs in vocational rehabilitation. Primary data were collected from surveys mailed to directors of all 83 state vocational rehabilitation agencies, with responses received from 79 agencies for a 95 percent return rate. To validate these responses, surveys were sent to a 10 percent random sample of state-approved rehabilitation facilities. Of the 326 facilities contacted, 234 (72 percent) responded. Four regions of the United States were found to have high vacancy rates in several specialties. Region 2 (New York, New Jersey, and the Caribbean) has high vacancy rates in 20 of the 27 specialties studied. The South has high vacancy rates in 9 occupations; the vacancies in 5 of the 9 represent at least 20 percent of the national vacancies. The Southwest has high vacancy rates in 12 specialties, with the vacancies in 6 being attributed to inadequate education. Vacancies in the Northwest exceed the national average in six specialties. The areas of rehabilitation counseling, rehabilitation administration, and rehabilitation of blind persons were found to have large numbers of unfilled positions. Volume II of this document consists of data tables covering the following topics: regional and national positions and vacancies; regional shortages; state and regional labor profiles; unsatisfactory labor supply by category and region; outside providers by category, region, and state; and training needs by occupation. Appendixes include tables detailing duplicate and unduplicated counts of training needs for new or current employees by specialty, mean and standard deviations within and between regions, and states within each region. (CML)

ED 311 264 CE 053 272

Tourism Technical Advisory Committee on Curriculum Development. Job Clusters, Competencies and Task Analysis.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnel Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- Dec 88
NOTE- 37p.; For related documents, see CE 053 273-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Competence; Curriculum Development; *Educational Needs; Hospitality Occupations; Hotels; *Job Analysis; Natural Resources; Occupational Clusters; *Occupational Information; Outdoor Activities; Paraprofessional Personnel; Postsecondary Education; Recreational Activities; Secondary Education; Statewide Planning; Task Analysis; Technical Occupations; *Tourism; *Travel
IDENTIFIERS- *Montana

This skills inventory for travel and tourism occupations was developed by a technical committee in Montana to assist in the development of model curricula and to address state labor market needs. The committee included employers from the travel and tourism industry, members of trade and professional associations, and educators. The validated task list and defined job clusters are intended to provide information on the type and level of knowledge and skills needed for entry, retention, and advancement in Montana tourism occupations. The guide contains the following: (1) Montana supply and demand occupational information; (2) occupational characteristics of selected jobs in the tourism industry; and (3) task lists for major areas of training in travel and tourism--lodging services, travel services, food and beverage services, and entertainment, cultural, and sport-related services. The document includes information on training time for tourism occupations; mathematics and language training time; physical demands; and environmental working conditions. (KC)

ED 311 295 CE 053 396

Brakes Specialist. Teacher Edition. Automotive Service Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwate
Curriculum and Instructional Materials Center.
PUB DATE- 89
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklaho
Dept. of Vocational and Technical Education, 1500 West Seventh Aven
Stillwater, OK 74074 (Order No. TI1227).
NOTE- 596p.; For a related document, see CE 053 098. Document printed
on colored paper.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom U
- Teaching Guides (For Teacher) (052) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- *Auto Mechanics; Competency Based Education; Curriculum
Development; *Hydraulics; *Motor Vehicles; *Repair; Trade and
Industrial Education
IDENTIFIERS- *Brakes (Automotive); *Oklahoma
This document contains teacher's materials for a course on becoming
an automotive brakes specialist, based on the National Institute of
Automotive Service Excellence task lists. The course consists of thre
instructional units: service brake hydraulic system and wheel bearing
service drum brakes, and service disc brakes. Depending on the specif
instructional objectives of a unit, a combination of the following
materials is included for each instructional unit: (1) performance
objectives; (2) suggested activities for the teacher; (3) information
sheets; (3) job sheets; (4) transparency masters; (5) assignment shee
(5) written tests; and (6) the answers to written tests and assignme
pages. (CML)

ED 311 324 CG 021 937

Follow-Up Study of 1988 Graduates.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jun 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Guidance; College Students; Education Work Relationship; Employment Patterns; Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; Postsecondary Education; *Vocational Followup

In June 1988, 742 students graduated from Saginaw and Arthur Hill High Schools. To determine what they have been doing since graduation the Department of Evaluation Services in conjunction with the Office of Adult and Continuing Education developed a 10-item telephone survey. In addition to collecting graduate follow-up information the survey was designed to act as a recruitment vehicle for Project Great which serves 19- and 20-year-olds with career guidance and vocational training experiences free of charge to participants. The survey directed respondents to identify their educational and/or employment status, specify the perceived problems they encountered either in the work force or post-high school education, and describe their present occupation or the one they are pursuing through their present education. The results of the study indicated that: (1) over one-half of the graduates were enrolled in some kind of educational program; (2) 10 months after graduation slightly over 10 percent of the students were unemployed; (3) most employed graduates were employed in relatively unskilled jobs; (4) almost one-half of the graduates were employed in personal services industries; (5) approximately 80 percent of the graduates in school were enrolled in 2- or 4-year colleges; and (6) the most common serious educational problems were the lack of basic educational skills, money problems, and lack of study habits. (ABL)

ED 311 356 CG 021 971

Craig, Rebecca T.
Community Care for Persons with Serious Mental Illness: Removing Barriers and Building Supports. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Oct 88
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th St., Suite 2100, Denver, CO 80265 ($5.00 bo rate; add $1.50 for first class postage and same day handling).
NOTE- 12p.; Update of ED 273 908. A product of the Mental Health Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Community Health Services; Cost Effectiveness; Federal Legislation; *Financial Policy; Financial Support; *Mental Health; *Mental Health Programs; *Public Policy; State Government; State Legislation; State Programs; *Trend Analysis
The mental health policies of the past 20 years and the evidence of unserved populations suffering from serious mental illness constitute public health crisis. Currently there are at least 3,000,000 people i the United States suffering from mental disorders. A fully developed continuum of care is needed to respond effectively to the diverse nee of mentally ill persons at varying times in their lives. Acute and crisis psychiatric care, rehabilitative services, housing, and supportive services are required. These services/policies for the mentally ill should be provided: (1) specialized services in the community; (2) community mental health centers focusing more of their resources on services to those with serious mental illness that are n provided by other community agencies; (3) sufficient inpatient beds f long-term care and forensic units; (4) intermediate level care; (5) a single local agency assuming responsibility for planning and coordinating services; (6) efficient fiscal/management policies; (7) elimination of barriers to participation of the seriously mentally il and (8) research into the practical problems faced by legislatures. Future service and delivery systems must be revised to meet the changing needs of new and emerging populations. The future mental health system will continue to become more decentralized and efforts will be made to access services through broad-based programs such as housing, income support, and social services. (Specific state respons are described.) (ABL)

ED 311 386 CG 022 001

Kinard, E. Milling

Methodological Issues and Practical Problems in Conducting Research on Abused Children.

PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13- 17, 1988)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; *Research Methodology; Research Needs; *Research Problems; *Sexual Abuse

In order to inform policy and programs, research on child abuse must be not only methodologically rigorous, but also practically feasible. However, practical problems make child abuse research difficult to conduct. Definitions of abuse must be explicit and different types of abuse must be assessed separately. Study samples should be as representative as possible of the universe of abused children. Comparison groups of nonabused children are necessary to determine whether the effects of abuse are independent of other factors known to influence child development. These groups should be similar in life experiences and circumstances to the abused groups. Considerable attention must be given to methods for increasing response rates. Maintaining study samples over time requires diligence. These problems are by no means the only ones likely to arise, but they are common to many studies. Access to officially reported cases requires the cooperation of protective service agencies. Thus, research objectives must fit overall agency goals and findings must be useful for policy and program development. Investigators must provide cooperating agencies with reports of study findings. Although research will not solve the problem of child abuse, high caliber research is needed to build a knowledge base about the causes, correlates, and consequences of abuse that will ultimately lead to solutions. (ABL)

ED 311 420 CS 009 812

Berger, Allen, Ed.
Leaders for Literacy: Papers from the Conference (1st, Oxford, Ohio, June 20-23, 1988).
Miami Univ., Oxford, Ohio. School of Education.
PUB DATE- 89
AVAILABLE FROM- Heckert Reading and Writing Center, Department of Teacher Education, School of Education and Allied Professions, Miami University, Oxford, OH 45056 ($10.00).
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrators; College School Cooperation; Elementary Secondary Education; Higher Education; *Literacy; Poetry; *Reading Instruction; Reading Research; Textbook Selection; *Writing Instruction
IDENTIFIERS- Teacher Researcher Cooperation; Teacher Researcher Relationship

The 10 papers collected in this book deal with reading and writing instruction, the relationship between teachers and researchers, the role of the school administration in promoting literacy, the dangers of inappropriate standards, using poetry to improve literacy, and textbook adoptions. Papers include: (1) "Knowing What to Do--And Doing It," (Margaret J. Early); (2) "From Practice to Research and Back Again," (Wayne Otto); (3) "A Principal's View," (Kay Walla); (4) "Getting Real--Forming Collaborative Alliances," (Jo Anne Vacca); (5) "Setting Realistic Standards," (Richard Vacca); (6) "The View from the Superintendent," (Mary Ann Corr); (7) "Poetry in the Reading Program: Goal for Administrators," (Eileen Tway); (8) "Thinking about Adopting: Two Views," (Alan M. Frager and Maureen Vanterpool); (9) "Children's Language," (Andrew V. Johnston and Elizabeth B. Johnston); and (10) "Reading Terminology for the Up-to-Date Administrator," (Sarah L. Dowhower). (RS)

ED 311 467 CS 212 116

Murdick, William; Grinstead, Richard
Using Collaborative Writing Pedagogy in the Art Classroom.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the West Virginia Art Education Association Fall Conference (Shepherdstown, WV, October 6-7, 1989). Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Classroom Techniques; *Cooperative Learning; Freehand Drawing; Higher Education; *Instructional Effectiveness; *Models; Socialization; *Teaching Methods; Transfer of Training; Writing (Composition)
IDENTIFIERS- California University of Pennsylvania; *Collaborative Learning; Collaborative Writing
Although collaborative learning is most commonly used in modern writing classes, an experiment in collaborative learning was conducted with a beginning drawing class at California University of Pennsylvania. Students (elementary education majors) were paired and asked to produce a single drawing of a still life. They were then asked to repeat the process two more times. The project resulted in improvements in the work of the students and changes in their understanding of how to go about doing a still-life drawing. Besides contact with people, writers and artists are also inspired by the works of their fellow artists, which establishes the social nature of artistic work and of learning. No scientist, and no artist, can establish a theory or genre alone; knowledge and art are what a community of scientists and artists say they are, for the time being. One thing that teachers first trying out collaborative pedagogies always notice is the new vitality, the charged atmosphere that group work and collaborative work bring to the classroom. Also, obviously, the students learn from each other: when one gets an idea or insight, the other hears of it immediately, and often reacts by adding something of his or her own to it, so that they both end up with a perception that neither could have developed alone. The important thing is that the pedagogy seems to work in art classes. (Six drawing samples and two writing samples are attached.) (MG)

ED 311 483 CS 506 740

Theus, Kathryn T.
Organizational Ideology, Structure and Communication Efficacy: A Causal Analysis.
PUB DATE- Aug 89
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Content Analysis; Ideology; *Models; News Reporting; *Organizational Communication
IDENTIFIERS- Causal Analysis; *Communication Behavior; Discrepancy Measure; Journalism Research; Organizational Culture; *Organizational Structure
A study examined the impact of structure and organizational ideology on organizational communication and the efficacy of that communication behavior with reporters. To do this, a model was formulated and tested. A random sample of articles focusing on non-elective organizations was drawn from seven Maryland, Delaware, and District of Columbia newspapers, and questionnaires were sent to chief executive officers or public relations managers of 237 of the organizations mentioned in the articles. Completed questionnaires were received from 155 of the organizations. The articles were content analyzed to assess the tone of the articles and the values implied in them. Field interviews were conducted with eight pairs of reporters and organizational representatives to explore cases of high and low discrepancy on the salience, selection, and interpretation of issues, as well as on organizational credibility, legitimacy, and interorganization dependency. Results indicated that (1) structure was not shown to have a significant and measurable impact on communication in organizations; (2) organizational ideology does influence organizational communication and especially the extent of organizational openness; and (3) organizational openness was shown to be negatively related to discrepancy in communication with news media. (Six tables and three figures of data are included; 51 references are attached.) (RS)

ED 311 499 CS 506 817

Ferguson, M. A.; And Others
Communicating with Risk Takers: Information Sources and Health Attitudes, Beliefs, and Involvement.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Factor Analysis; *Health; Higher Education; *Information Sources; Personality Traits; *Risk
IDENTIFIERS- *Health Attitudes; Health Communication; *Risk Taking; Risk Taking Behavior

Seven studies explored the relationships between risk-taking predispositions and health attitudes, beliefs, and involvement. Data were gathered from surveys, and from lab and field experiments on 1,3 subjects. Findings indicated five risk-taking factors: adventurousnes rebelliousness, impulsiveness, physical risk taking, and unconventiona risk taking. These factors vary systematically with risky behavior, cognitive and affective involvement, health locus of control, conviction, need for cognition, media use, source confidence, and demographics. The risk-taking indices are positively correlated with both smoking behavior and speeding. Positive feelings about health ar positively associated with adventurous and physical risk taking and negatively associated with impulsive risk taking. Adventurous and physical risk taking are also positively correlated with conviction. Need for cognition is positively related to adventurousness and negatively related to impulsiveness. Generally, use of media for healt information is unrelated or negatively related to risk taking, but radio exposure tends to be high for risk takers. A theoretical discussion explores potential hypotheses for the effects of these risk-taking constructs for information processing. (Eleven tables of data are included, and 65 references are attached.) (Author/SR)

ED 311 516 CS 506 873

Gutenko, Gregory
Identification with and Saliency of Violent Media Models: A Comparison between Canadian and American Subjects.
PUB DATE- Jun 89
NOTE- 30p.; Paper presented at the Annual Meeting of the University Film and Video Association (June 1989). An earlier version was presented at the Annual Meeting of the Canadian Communication Association (1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Analysis of Variance; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Foreign Countries; Higher Education; *Identification (Psychology); Mass Media Effects; Media Research; Television Research; *Television Viewing; *Violence
IDENTIFIERS- Canada; University of Windsor (Canada)

A study examined the responses of Canadian and American subjects in their approval of, and attraction to, specific television and film characters exhibiting aggressive behavior, and in their evaluation of the realism and saliency of the characters and situations observed. Subjects, undergraduate students at the University of Windsor in Windsor, Ontario, and individuals recruited from several educational institutions within the Kansas City, Missouri, greater metropolitan area, viewed five videotaped scenes (three from American television series and two from films) lasting about two minutes each. Subjects then filled out a semantic differential scale composed of word-pairs used to describe the protagonist in each scene. Overall scale results and the majority of thought listings showed all subject groups to be similar in their evaluation of and probable level of identification with the first three violent media models. However, results from the first three scenes were unreliable because of the lack of model saliency and susceptibility to script constructs. Results from the fourth scene's protagonists were too unsympathetic to be identified with. Results from the fifth scene (from the Canadian film "The Grey Fox" indicated that Canadian males approved of the Mounted Police more strongly on a majority of word variables than American males, American females, and Canadian females. Results also indicated that the protagonists were judged more realistic by all the subjects. (Five charts of data, five tables of data, and 66 notes are included.) (RS)

ED 311 531 EA 021 287

Monteith, Dianne S.; Hallums, Mary B.
The Exodus of South Carolina Superintendents.
PUB DATE- 15 Feb 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board Administrator Relationship; Boards of Education; Educational Legislation; Elementary Secondary Education; Instructional Leadership; Interprofessional Relationship; *Labor Turnover; *Occupational Mobility; Occupational Surveys; *School Administration; State Surveys; *Superintendents; Teacher Administrator Relationship; Trend Analysis
IDENTIFIERS- *South Carolina
This study examined the various reasons that motivated district superintendents to leave their 1987-88 positions. The analysis was drawn from a survey of 27 superintendents who had resigned from their current positions. Respondents (N=24) indicated a moderate to high degree of pressure from school boards. All respondents, except one, did not identify implementing the Education Improvement Act as having a strong influence on their decisions to resign. The retirement incentive had little influence on resignation decisions. There appeared to be some relationship between number of years in the superintendency, age of the respondent, and moving to a position with more attractive benefits. Those with 11-14 years of superintendency experience indicated they were moving to a position with more attractive benefits. (3 references) (SI)

ED 311 577 EA 021 348

Education, Technology, and the Texas Economy, Volume 2: Can Technology Help Texas? Policy Research Project Report Number 85.
Texas Education Agency, Austin.; Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
PUB DATE- 89
NOTE- 138p.; For related documents, see EA 021 347-349.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Impact; Elementary Secondary Education; *Labor Force; *Labor Force Development; *Public Schools; Technical Education; *Technological Advancement
IDENTIFIERS- *Texas

Technology--the use of knowledge, tools, and skills to solve practical problems and extend human capacities--can be beneficial to the Texas school system. In fact, Texas state-level decision-makers in recent years have shown increased interest in potential technological applications for meeting the state's educational needs. Recently developed programs reorganize classrooms into learner-centered environments that can make efficient use of new technological innovations in basic skill instruction. As essential numerical tools, computers have great potential to aid, and in many cases transform, traditional mathematics education and create new ways of learning. With the assistance of electronic mail, the telephone, vidoetext, and audio teleconferencing, rural schools with limited resources can offer additional curriculum and provide better instruction, while avoiding the inconvenience of school district consolidation. The degree of teacher autonomy, and the quality of teacher training at both the preservice and inservice levels, will be a major influence on the adoption, implementation, and success or failure of new technologies in education. A review of the advantages and disadvantages of available finance options is included. (190 references) (KM)

ED 311 220 CE 053 205

Consumer-Homemaking I Curriculum Guide. Bulletin 1810.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 604p.; Unit 1 and appendix are printed on colored paper.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; *Clothing Instruction; Competence; Competency Based Education; *Consumer Education; Course Content; Course Organization; Equipment; Family Life Education; Home Economics *Homemaking Skills; *Housing; Learning Activities; Nutrition Instruction; Secondary Education; State Curriculum Guides; Student Organizations; Test Items; Textiles Instruction; Units of Study; Vocational Education
IDENTIFIERS- Future Homemakers of America; Louisiana

This model instructional unit was developed to aid home economics teachers in Louisiana to teach a course in consumer and homemaking education in grades 9-10. The guide is designed for a full-year comprehensive home economics course. It provides guidance on model performance objectives, current technology content, sources, and supplemental materials. Following a course description, rationale, and content outline/scope and sequence, the guide contains seven instructional units covering the following topics: child care and development; clothing and textiles; food and nutrition; consumer education; Future Homemakers of America; housing; and personal development and family relationships. An appendix provides guidelines for instruction in sex education under the provision of Act 480 of the Louisiana State Legislature. Each unit consists of an introduction; competencies; general performance objectives/goals; specific performance objectives and mastery criteria; methodology; suggested interest approaches; unit outline; subject matter content related to specific performance objectives and learning activities; activity sheets; transparency masters; test with answer key; evaluation and testing methods; and equipment and supply list. (KC)

ED 311 235 CE 053 235

The Evolution of New Technology, Work and Skills in the Service Sector.
Organisation for Economic Cooperation and Development, Paris (France).
Centre for Educational Research and Innovation.
PUB DATE- Apr 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Automation; Change; Computers; Drafting; Engineers; *Finance Occupations; Job Skills; Job Training; *Organizational Development; *Retailing; Secretaries; *Technological Advancement; *Telecommunications; White Collar Occupations; Work Environment

This document reports on an analysis conducted to find out how white-collar workers have been affected by the latest developments in computerization and how current changes influence work organization, personnel training, and skills. The document consists of an introduction, seven chapters, and an 18-page bibliography. The first chapter examines the impact of technology by comparing it with other factors of change. Chapter 2 considers key changes within the finance, retailing, and telecommunications service industries. The third chapter looks at the impact on work organization as it affects processing clerks and related office employees; engineers and draftspeople; typists and secretaries; and inventory control personnel. The fourth chapter discusses changes to skills and job content and reports changes in overall skill levels; in employment and occupational structure; in the content of individual worker's activity; and in the knowledge, know-how, abilities, and behavior required of the worker. Chapter 5 reports on the consequences for the workforce as to salary scales and job status; hiring standards; workplace locale; career ladders; layoffs readaptation, and reassignment of workers; and the specific groups of people who seem to be most vulnerable to changes. Chapter 6 examines the three groups of factors (economic, social and institutional, and time) that explain the current changes. Chapter 7 lists general conclusions. (CML)

ED 311 279 CE 053 309

Feingold, S. Norman
Futuristic Exercises. A Workbook on Emerging Lifestyles and Careers in the 21st Century and Beyond.
PUB DATE- 89
AVAILABLE FROM- Garrett Park Press, P.O. Box 190W, Garrett Park, MD 20896 ($13.00; $12.00 prepaid).
NOTE- 125p.; For companion handbook, see CE 053 189.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Brainstorming; *Divergent Thinking; *Emerging Occupations; *Futures (of Society); *Group Discussion; Life Style; *Long Range Planning; Prediction; Social Change; Values

This workbook, which is intended to be used in conjunction with the handbook entitled "New Emerging Careers: Today, Tomorrow, and in the 21st Century," contains exercises designed to help individuals or groups of people envision future careers, life-styles, and jobs and their significance to workers and society. Chapter 1 introduces the workbook. Chapter 2 explains how to do the more than 460 futuristic exercises with a group and provides a list of the 48 interest categories of exercises, general guidelines, and information on how to get started, how to facilitate group work, how to report to a larger group, and how to close an exercise session. Chapter 3 contains 462 exercises, each of which is a short scenario about what could happen in the future to individuals, countries, society, and humankind in general. Participants are asked what effect the events in the scenario would have on them personally or on a larger group and/or what action they or others should take in response to the events in a scenario. Chapter 4 consists of exercises that involve participants in drawing potential future situations (such as volleyball on the moon or immortality) and discussing their drawings. Chapter 5 explains the value of participating in futures exercises. Chapter 6 contains 65 true/false questions about life today and in the future, and gives the answers in some detail. Chapter 7 asks participants to predict the chances (in percentages) that the stated activities will take place by the years 2000 and 2050. An index of exercises by topic is included, and the document concludes with a selected bibliography of 90 references. (CML)

ED 311 309 CE 053 444

Whitford, Ellen V.; Hyman, Ronald T.
Rutgers Train the Trainer Program: Teaching Noncareer Prospective Teachers How To Teach.
PUB DATE- 6 Oct 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Learning Activities; *Professional Training; Program Evaluation; Student Educational Objectives; *Teacher Education; Teacher Educators; *Trainers; Training; Training Methods; Training Objectives
The Rutgers Train the Trainer Program (RTTP) is a 2-day intensive workshop for teaching noncareer prospective teachers. Seven essential principles of the program are as follows: (1) teachers of prospective teachers should model the elements of effective teaching; (2) teachers should adopt an overall approach to their students that centers on mutuality and joint purpose; (3) teachers should strive to create a sense of group belonging among the participants; (4) teachers should use a range of whole group, small group, and individual teacher-student approaches to teaching; (5) teachers should develop content by building on the contributions of the students; (6) practice teaching for prospective teachers should be real, not simulated; (7) teachers of prospective teachers should provide meaningful feedback during coursework and after each practice teaching experience. Student training objectives are skill acquisition and knowledge including (1) an understanding of the characteristics of desirable two-way communication; (2) strategies for effective teacher questioning and fielding of student talk; (3) the characteristics of three basic strategies of teaching--presenting, enabling, and exemplifying; (4) understanding of the relationships occurring within the triad of teacher, student, and subject matter; (5) the role of analogies, anecdotes, metaphors, examples, and parallel cases in giving explanations; (6) the fundamental questions to answer when preparing a lesson plan; and (7) ability to prepare various types of audiovisual materials and understand their role in the classroom. (A 13-item reference list is attached.) (NLL)

ED 311 341 CG 021 955

A Community Education Approach to Substance Abuse.
Dade County Public Schools, Miami, Fla. Office of Vocational and Adult Education.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Community Education; Community Responsibility; *Drug Abuse; Drug Education; Elementary Secondary Education; Family School Relationship; *School Community Relationship; *Substance Abuse

Alcohol and drug abuse not only affect the individual, but the entire community. No single person or organization alone is capable of, nor responsible for solving the substance abuse problem. It is now important that schools establish partnerships with the community to develop and implement appropriate programs to foster healthy adolescent development. Positive reinforcement should be given to drug-free activities that keep the community message consistent and clear. Dade County, Florida youth face grave dangers in the fight against drug abuse. Availability and acceptance of drugs in Miami, Florida requires problem solving efforts by families, schools, and community organizations. Schools can engage the community to help win the war against drug abuse. To achieve success schools need to support parents, non-parents, the business community, and others. The most successful drug prevention programs recognize prevention as an ongoing process that changes from day-to-day and is different in every community. A good program acknowledges that drugs are here to stay. Drug abuse is not just a school problem, it is a community problem. If the family unit is to survive as society's most powerful institution, it must join forces with the community to gain the support of its added strength that insures everyone within the community a future firmly rooted in community education. (ABL)

ED 311 371 CG 021 986

Johnson, Jeannette L.; Bennett, Linda A.
School-Aged Children of Alcoholics: Theory and Research. Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 88
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 30p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Alcoholism; *Children; *Drinking; *Etiology High Risk Persons; Intervention; Prevention; Trend Analysis

Despite the research documenting the occurrence of alcoholism in families, little is known about how alcoholism is transmitted from one generation to the next or what causes several members of the same family to abuse alcohol. To date, the most consistent findings among school-aged children are reports of cognitive differences. Health problems, drinking-related traffic accidents, and negative socioeconomic consequences are the more visible adverse effects of alcohol abuse. Children of alcoholics have frequently been labeled as children at risk. These children are more likely to develop alcoholism or other behavior disorders than other children. Specific risk factors and protective factors for children growing up in alcoholic families have not yet been identified. While the literature on adult children of alcoholics is replete with anecdotes about the permeation of feelings of helplessness during childhood, the research on learned helplessness in children of alcoholics is sparse. Retrospective reports of adult alcoholics often indicate childhood problems with impulsive behavior. Other research has shown that alcoholism in the father represents a high psychopathic risk to the child's primary personality structure. No single biological marker distinguishing children of alcoholics from others has been found. Children of alcoholics have typically performed at lower cognitive levels than children of nonalcoholics. Given the state of research on school-aged children of alcoholics, it is safe to conclude that it is not known what causes alcoholism. (Resources for families of alcoholics are listed.) (ABL)

ED 311 402 CS 009 791

McCreary, Ruth; Maginnis, George
The Effects of Computer-Assisted Instruction on Reading Achievement for College Freshman.
PUB DATE- 4 May 89
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; *College Freshmen; Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Reading Achievement; Reading Centers; *Reading Instruction; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- Nelson Denny Reading Tests
A study examined whether there was any difference in student achievement if students used computer-assisted instruction or traditional reading lab activities. Subjects, 42 students enrolled in 1988 in a 5-week summer early enrollment program, were placed in a reading improvement class based on performance on the Nelson-Denny Reading Test. Subjects in the experimental group spent 45 minutes per day using computer-assisted instructional materials while the control group spent the first 45 minutes engaging in individualized reading lab activities. Both groups were given the same type of instruction for the last half of each class. Data from classes taught the previous year by the same instructor were used to compare students' performance. Posttest results indicated that the computer group did as well as the comparison groups on the Nelson Denny tests and that they did somewhat better on the vocabulary subtest than the control group. Results also indicate that computer usage had a positive effect on students' attitudes towards computer-assisted instruction. (Four tables of data are included and 44 references are attached.) (RS)

ED 311 437 CS 212 037

Miller, Phyllis
The Burning of the Banner: The Press and the Government in Conflict.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Federal Government; *Freedom of Speech; *Journalism History; *Newspapers; *Reconstruction Era
IDENTIFIERS- Freedmens Bureau; Journalism Research; *Media Government Relationship; Texas
Brenham, Texas, in 1866, was a newspaperman's town. In addition to "The Weekly Southern Banner," Brenham citizens read the "Lone Star," the "Christian Advocate," and the "Brenham Enquirer." The events of 1866 bring into sharp focus the struggle between the Fourth Estate and the federal government. This struggle, fueled by verbal battles and physical violence, centered on the sacred right to freedom of the press. The combatants, journalist Daniel Leonidas McGary and a newly-formed governmental agency, the Freedmen's Bureau, engaged in a classic, period confrontation between the federal government and the local press in a South Central Texas town struggling to survive the manifold problems of Reconstruction. (Fifty-two notes are included.) (Author/RS)

ED 311 452 CS 212 096

Selfe, Cynthia L., Ed.; And Others
Computers in English and the Language Arts: The Challenge of Teacher Education.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 89
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08172-3020; $12.95 member, $16.50 nonmember).
NOTE- 303p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works General (020)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Software; *Computer Uses in Education; *English Instruction Higher Education; High Schools; *Language Arts; Staff Development; Surveys; *Teacher Education; Teacher Educators; *Writing Instruction
IDENTIFIERS- English Teachers

This handbook combines the experience and advice of pioneers in computer-enhanced instruction in colleges and high schools across the United States and documents the scope of the problem of teacher access to training by describing the results of a survey of teacher educators conducted in November 1985. The first section of the book describes 12 existing programs; the second suggests desirable models. After an introduction by William Oates, the book includes the following essays: (1) "A Computer-Training Program for English Teachers: Cuyahoga Community College and the Urban Initiatives Action Program" (David Humphreys); (2) "Integrating Computers into the Language Arts Curriculum at Lesley College" (Joan Dunfey); (3) "English Teachers and the Potential of Microcomputers as Instructional Resources at the Stat University of New York at Buffalo" (Elizabeth A. Sommers and James L. Collins); (4) "Interactive Computer Tools for Teachers of Writing at All Instructional levels at Columbia University's Teacher College" (Am L. Heebner); (5) "The Gateway Writing Project: Staff Development and Computers in St. Louis" (Jane Zeni Flinn and Chris Madigan); (6) "Linking Secondary School and College Writing Teachers: CAI Staff Development That Works in Indianapolis" (Barbara L. Cambridge and Ulla Connor); (7) "Captain Jacobsen and the Apple Jocks: Computers and English Teachers at Glendora High School" (Sandra Hooven); (8) "Computers: Catalysts for Change at Springfield High School" (W. Edwar Bureau); (9) "Adapting to a New Environment: Word Processing and the Training of Writing Teachers at the University of Massachusetts at Amherst" (Paul LeBlanc and Charles Moran); (10) "Preparing Teacher for Computers and Writing: Plans and Issues at Governors State University" (Deborah H. Holdstein); (11) "Integrating Computers and Composition at Southern Illinois University-Carbondale" (Stephen A. Bernhardt and Bruce C. Appleby); (12) "Faculty Development for Computer Literacy at the University of Wisconsin-Milwaukee" (Eleanor Berry and others); (13 "Developing and Implementing Computer-Training Programs for English Teachers: A Game Plan" (Dawn Rodrigues); (14) "Creating Writing Activities with the Word Processor" (Helen J. Schwartz); (15) "Incorporating Prewriting Software into the Writing Program" (Michael Spitzer); (16) "Style-Analysis Programs: Teachers Using the Tools" (Kate Kiefer and others); (17) "Using Computers in the Literature Class" (Frank Madden); (18) "Databases for English Teachers" (Stephen Marcus); (19) "Teaching in Networked Classrooms" (Trent Batson); (20) "Computer-Supported Writing Classes: Lessons for Teachers" (Cynthia L. Selfe and Billie J. Wahlstrom); and (21) "Evaluation of Computer-Writing Curriculum Projects" (Raymond J. Rodrigues). Two appendixes, "Survey of Computer Uses in English Education Programs" (William Wresch) and "Computer Access for English Classes" (Elizabeth Foster and others), are attached. (MS)

ED 311 562 EA 021 333

Allison, Derek J.; Allison, Patricia A.
Similarities and Singularities: A Comparative Analysis of the Organizational Size of Canadian School Systems.
PUB DATE- Jun 89
NOTE- 44p.; Paper presented at the Canadian Association for the Study of Educational Administration (Quebec, Canada, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Foreign Countries; *Organization Size (Groups); Public Schools; *School Districts; *School District Size; *School Size
IDENTIFIERS- *Canada
To construct a descriptive analysis of national school system size categories suitable to facilitate cross-provincial comparisons in future research, data concerning the number of students, schools, teachers, and school and central office administrators as reported in 1986-87, excluding Quebec, were obtained from Statistics Canada. Enrollment and school data for Quebec were supplied for the 1987-88 school year by the Quebec Ministry of Education. To qualify as a school system, a board had either to operate more than one school, or to employ a board administrator; the final data contained 788 public school systems within Canada's 10 provinces and 2 territories. In addition to enrollment, school numbers, mean school enrollment, and three estimates of employee numbers were used as organizational size measures. An analysis of compiled data indicated high correlations between employee measures and enrollment, suggesting that while enrollment may represent a different theoretical measure of size, it can nonetheless be used as a reasonable proxy for employee number (although differences of scale remain). Further research involving school system size measures should be sensitive to the presence of exceptionally large or small systems during sampling and analysis. Five tables and four figures are included. (57 references and 5 footnotes) (KM)

ED 311 162 CE 053 006

Curran, David; And Others
World Perspective Case Descriptions on Educational Programs for Adults
Canada.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 272p.; This series includes thirty-two documents (CE 053-003-034
covering Argentina to Yugoslavia. The first 78 pages of each documen
are identical introductory matter. Subsequent pages exhibit a variet
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Education; Case Studies;
*Distance Education; Extension Agents; Foreign Countries; Health
Promotion; Higher Education; *Literacy Education; *Medical Education
Outreach Programs; *Professional Continuing Education; *Womens
Education
IDENTIFIERS- *Canada

This document contains 11 case studies of Canadian adult education and extension projects. Titles are: (1) Buchans Community Transmitter: A Threatened Community Considers Its Future (Curran); (2) Canadian Congress for Learning Opportunities for Women (Gaskin); (3) Healthline Center for Corporate Health Promotion (Pratt); (4) Distance Education at the University of Victoria (Haughey); (5) Case Study of Bathurst Heights Adult Learning Centre (Elysee-Collen); (6) East End Literacy (Gaber-Katz); (7) A Learner-Centered Social Services Model of Adult Basic Education (Rundle); (8) Residential Adult Education in Canada: Quetico Conference and Training Centre (Abel); (9) McMaster University Medical School Program (McTaggart); (10) Continuing Medical Education for Family Physicians (Jennett); and (11) Literacy and Development (Draper). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The studies typically describe the setting of the institution, event, or other item under study; its process, including participants, planning, and evaluation; the outcomes, including goals, influences, and benefits; input into the process, including staff, finances, and facilities; and a summary. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 250 CE 053 256

Family Incomes in Trouble. Briefing Paper.
Economic Policy Inst., Washington, DC.
PUB DATE- Oct 86
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW Suite 812, Washington, DC 20036 ($2.00).
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Change; *Economics; *Family Income; Housing; Imports; *International Trade; Job Layoff; Manufacturing Industry; Part Time Employment; *Productivity; *Public Policy; Service Occupations; Structural Unemployment; Trend Analysis

This briefing paper presents statistical evidence from a variety of data sources that the real income of the average U.S. household has been stagnant for a decade; primary causes are also examined. The major reasons identified for income stagnation are (1) declining real wages; (2) a less productive economy (economic growth has slowed down) causing unemployment rates to rise; (3) a huge U.S. merchandise trade deficit with other nations caused by growing imports; (4) loss of higher-paying jobs as a result of the expanding trade deficit; (5) declining proportion of middle-income jobs within both the goods-producing and the service-producing sectors and rising proportion of low-paying jobs; (6) failure of the minimum wage to keep up with inflation; (7) less likelihood of laid-off workers finding comparable paying jobs, even if they are reemployed; (8) increased hiring by employers of part-time workers at low wages without fringe benefits; and (9) increased housing costs in real terms. The paper concludes with a discussion of the implications of continuing with the same economic policies that have led to economic stagnation. Thirty-six tables and their sources are included. (NLL)

ED 311 547 EA 021 317

Ready or Not...They're Here. Report of the At-Risk Children and Youth Task Force.
North Carolina State Dept. of Public Instruction, Raleigh.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington D.C.
PUB DATE- Jul 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Failure; *Change Strategies; *Educational Change *Educational Improvement; Elementary Secondary Education; *High Risk Students; Program Development; Public Schools; *Student Needs
IDENTIFIERS- *North Carolina

The At-Risk Children and Youth Task Force in North Carolina has spent almost a year grappling with the many and complex problems of at-risk children and youth. Presented are the recommendations of the task force. The recommendations are based on hours of indepth interviews, hours of reading, and time spent listening to parents, educators, and representatives from public agencies, communities, and businesses at the At-Risk Children and Youth Statewide Forum. These recommendations cover a wide range of issues: (1) educational needs of at-risk children and youth; (2) other needs of at-risk children and youth and their families; and (3) community support of at-risk children and youth. (SI)

ED 311 176 CE 053 020

Moro'oka, Kazufusa; And Others
World Perspective Case Descriptions on Educational Programs for Adults
Japan.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 149p.; This series includes thirty-two documents (CE 053-003-034)
covering Argentina to Yugoslavia. The first 78 pages of each document
are identical introductory matter. Subsequent pages exhibit a variety
of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Case Studies; *College
Programs; *Community Development; Community Services; Continuing
Education; Foreign Countries; Government Role; Health Education;
*Leisure Education; *Older Adults; Program Development
IDENTIFIERS- *Japan
Three adult education programs being conducted in Japan are described in the case studies in this packet. The first case study (by K. Moro'oka) describes an adult education center in Ohyama in which education and community services are integrated. The program first put emphasis on community building, then on the development of human resources. Many types of education are offered. The second case (by M. Toko) describes the Citizens' Learning Network in Munakata. It concentrates on leisure education and often uses volunteer teachers. The final program, described by T. Fukuchi, concerns the founding of a university for senior citizens. Called Inamino Gakuen, the institution is the first of its kind, providing continuing education for the aged. The university has a four-year undergraduate college course and a two-year graduate school. The university seeks to challenge students' thinking, develop students' faculties, and promote health and well being. The curriculum includes general education, major subjects, and club activities. A correspondence university program is also offered. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

ED 311 191 CE 053 037

Breckon, Donald J.
Occasional Papers on Non-Traditional Adult Education.
Park Coll., Parkville, Mo.
PUB DATE- 89
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Learning; *Adult Students; Andragogy; College Curriculum; *College Programs; Cross Cultural Studies; Curriculum Evaluation; *External Degree Programs; Marketing; *Military Personne *Nontraditional Education; Postsecondary Education; *Program Evaluation; Teaching Methods
IDENTIFIERS- *Park College MO

This collection contains eight papers on nontraditional adult education by Donald J. Breckon, president of Park College (Parkville, Missouri). The papers were originally given at educational conferences around the country and/or published in other sources. The following papers are included: (1) "The Nation Is Our Classroom"; (2) "An International Experience"; (3) "Park College and the Military: A Long Standing and Ongoing Partnership"; (4) "Criteria for Excellence: Evaluating Off-Campus, Degree Completion Programs"; (5) "Criteria for Excellence: Evaluating Off-Campus, Graduate Degree Programs"; (6) "Marketing Educational Programs in Times of Declining Tuition Assistance: Attitudes, Strategies, and Responsibilities"; (7) "Adult Learning Concepts: An Overview"; and (8) "Teaching College Courses in Compressed Formats." References are included for some of the papers. (KC)

ED 311 265 CE 053 273

Mining and Minerals Technical Advisory Committee on Curriculum Development. Job Clusters, Competencies and Task Analysis.
Northern Montana Coll., Havre. Montana Center for Vocational Education Research, Curriculum and Personnal Development.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- Dec 88
NOTE- 40p.; For related documents, see CE 053 272-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Competence; Curriculum Development; *Educational Needs; Engineering; Geology; *Job Analysis; Land Use; Metals; *Minerals; *Mining; Natural Resources; Occupational Clusters; *Occupational Information; Paraprofessional Personnel; Postsecondary Education; Secondary Education; Statewide Planning; Task Analysis; *Technical Occupations
IDENTIFIERS- *Montana

This skills inventory for mining occupations was developed by a technical committee in Montana to assist in the development of model curricula and to address state labor market needs. The committee included employers from the mining industry, members of trade and professional associations, and educators. The validated task list and defined job clusters are intended to provide information on the type and level of knowledge and skills needed for entry, retention, and advancement in Montana mining occupations. The guide contains the following: (1) Montana supply and demand occupational information; (2) occupational characteristics of selected jobs in the mining industry; and (3) task lists for seven major areas of training in mining and minerals--geology, soils, and hydrology; land reclamation; heavy equipment operators and maintenance; surveying; drafting and computer-aided design; petroleum technology; and occupational health, safety, and materials handling. The document includes information on training time for mining occupations; mathematics and language training time; physical demands; and environmental working conditions. (KC)

ED 311 296 CE 053 397

Ryan, Jenny L., Comp.
Literacy Collection Development in Libraries: A Bibliography. Second Revised Edition.
Laubach Literacy International, Syracuse, NY.
PUB DATE- Oct 89
AVAILABLE FROM- Library, Laubach Literacy International, 1320 Jamesville Avenue, P.O. Box 131, Syracuse, NY 13210 ($3.00).
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Churches; Community Programs; Computer Uses in Education; Correctional Education; English (Second Language); *Library Collection Development; *Library Collections; *Library Materials; *Literacy Education; Nontraditional Education; Refugees; *Resource Materials; Volunteers

This annotated bibliography is a practical, working bibliography of core resources pertinent to libraries for the development of adult or young adult new reader literacy collections. The contents include: (1) General Literacy Background Resources; (2) Library Literacy Background Resources; (3) Resources to Aid in the Development of an Adult New Reader Collection; (4) Computer Technology and Adult Literacy; (5) Periodicals for On-Going Collection Development and Literacy Education; (6) Organizations and Associations Involved with Literacy; and (7) Publishers of Materials for Adult New Readers and Adult Basic Education. The bibliography will be useful to libraries and to organizations wanting to start, organize, maintain, or expand a literacy collection in business and the workplace; adult basic education; high school equivalency; English as a second language; family/intergenerational literacy; community-based programs; refugee/amnesty programs; outreach/alternative education; prison programs; volunteer/tutor programs; and church literacy. (NLL)

ED 311 325 CG 021 938

DARE Program Follow-Up Evaluation, 1988.
Hawaii State Dept. of Education, Honolulu.
PUB DATE- Apr 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary Secondary Education; Followup Studies; Grade 5; Grade 7; Incidence; Police; *Prevention; *Program Effectiveness

The Drug Resistance Education (DARE) program is designed to prevent drug abuse in Hawaii's children and youth. The program is currently conducted in fifth grade classrooms by uniformed Honolulu Police Department officers. As a primary prevention program, the DARE program is directed at reducing drug abuse incidence rates by targeting total-school student populations at the elementary school level. A follow-up study of public school students who participated in the DARE program as fifth graders in the 1985-86 school year was conducted. Students (N=1,448) enrolled in grade seven at six selected intermediate schools served as participants. An adapted version of the Hawaii Student Alcohol and Drug Use Survey served as the outcome measure. The findings of the study were not conclusive regarding the DARE program's long-term preventive impact on substance abuse. No statistically significant differences were found between DARE and non-DARE students on an alcohol scale, drug scale, and risk scale. Limitations of the study, however, make any definitive interpretation of the lack of positive evidence difficult. Reliable and fairly large variations among students' alcohol use, drug use, and risk of drug and alcohol involvement were found to be associated with school/community socio-economic status. (The appendix includes the composite scales and the survey instrument.) (ABL)

ED 311 387 CG 022 002

Arthur, Winfred, Jr.; Hart, Darren
Empirical Relationships between Cognitive Ability and Computer Familiarity.
PUB DATE- 11 Sep 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Cognitive Ability; *Computer Literacy; *Computers; *Computer Science Education
The recent explosions of computer use and accessibility in both academic and work settings have made computer literacy almost mandatory yet there are many individuals who are unfamiliar with computers. Previous research has partially attributed computer attitudes to past mathematics experience and gender of the user. This study empirically investigated the relationship between computer familiarity and cognitive ability in an attempt to identify cognitive ability as a variable which may account for differences in computer familiarity and usage. Subjects (N=62), ranging in age from 19 to 40 years of age, completed two cognitive ability tests and reported their familiarity with computers. Results indicated that high scorers on the cognitive ability tests were significantly more familiar with computers. Contrary to previous research, there were no gender differences in computer familiarity (and cognitive ability). The findings have implications for educational and organizational practices regarding teaching lower cognitive ability persons to use computers. Such programs should include confidence builders, reinforcers, and praise. The programs should move away from independent self-guided to continued instructor guidance programs. (Author/ABL)

ED 311 403 CS 009 793

Thornton, Nancy E.; And Others
Deaf and Hearing Children's Detection of Logical Inconsistencies in Text.
PUB DATE- Apr 89
NOTE- 4p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Comparative Analysis; *Deafness; Educational Research; Elementary Education; *Logical Thinking; Preadolescents; Prior Learning; *Reading Comprehension; Reading Instruction; Reading Research; Young Adults
IDENTIFIERS- Text Factors
A study examined: (1) whether making decisions (i.e. answering yes/n questions) about a brief prose passage enables children to detect logical inconsistencies in the passage; and (2) the extent to which hearing-impaired children differ from normal hearing children in their abilities to recognize logical inconsistencies in text. Subjects were 52 hearing-impaired children (age ranges from 9.8 to 20.11 years) and 56 normal hearing children (age ranges from 7.4 to 11.7 years), readin at the second- to sixth-grade levels. The children read twice two brie paragraphs containing logical inconsistencies. Between the first and second readings, one-third of the children read and answered a series of yes/no questions about the paragraph, one-third read the questions but did not answer them, and one-third did not see the questions at all. Each child was then asked a series of probe questions to determin whether they had noticed the contradictions. Performance on the two paragraphs yielded completely different findings. Results demonstrated that the deaf children and the hearing children in these samples were approximately equal in their abilities to detect logical inconsistencies, at least when they possessed the necessary backgroun knowledge. Findings on the effectiveness of the read-and-answer-questions treatment were inconclusive, and suggested that their usefulness may depend on the familiarity of the information presented in the text. Findings underscore the importance of preparing students to receive new information in order that they can make connections with their existing knowledge. (SR)

ED 311 421 CS 009 813

Harris, Bruce; Harrison, Grant Von
Teaching a Core Vocabulary of High-Frequency Irregular Words to Beginning Readers.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Diego, CA, November 12-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Class Activities; *Learning Strategie Primary Education; Reading Instruction; Teaching Methods; *Vocabulary Development; Vocabulary Skills; Word Study Skills
Arguing that most basal reading programs lack appropriate instructional strategies for teaching irregular words, this paper summarizes a teaching strategy for introducing new irregular words to children and discusses learning activities to ensure students will hav an instant recognition of these words. The paper suggests presenting three to six dissimilar words in five steps: (1) present the words to be learned and use them within the context of a sentence; (2) model th words to be learned; (3) have the class read the words as a group; (4) have individual children read the words; and (5) help the children visualize the words in their minds. The paper presents five learning activities (companion study, mastery checking, seat work exercises, parental involvement, and word games and activities) and guiding principles to make sure students receive enough practice and review of the irregular words. Twenty-three references and three appendixes of sample learning activity worksheets are attached. (RS)

ED 311 438 CS 212 043

Aber, John
Confusing the Technical, the Practical, and the Emancipatory: A Habermasian Critique of Composition Pedagogy.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-1 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Intellectual Development; Social Influences; Student Attitudes; Teacher Effectiveness; Teacher Studen s; Relationship; *Theory Practice Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Critical Theory; Habermas (Jurgen)
The complex theory of knowledge and cognitive interests by the sociologist Jurgen Habermas, the dominant critical theorist in present day Germany, is applicable to current composition pedagogy. According e to Habermas, all knowledge is shaped and used in three ways: in technical ways for instrumental reasons; in practical ways for socio-cultural reasons; and in emancipatory ways for reasons that e relate to dependency and power. Thorough analysis suggests how each point is germane to the study and practice of composing. For example, there are times when writing instructors take as primary the technical interest in an effort to control their students as if they were objec to be shaped and molded for a pre-ordained kind of work. By the same token, most instructors realize that the practical interest must sometimes be primary, especially when it is necessary to discover what socio-cultural patterns of meaning sometimes prevent students from being willing to practice what instructors believe writers in the academy must do. Finally, instructors sometimes sense that students ar in college or the composition classroom against their will. The emancipatory interest then becomes primary and students' sense of autonomy and responsibility must be treated as paramount. Students are afforded the opportunity to reflect, to discuss, and to write about th conditions that led to these feelings of powerlessness that can render them dependent on forces beyond their control. All three interests are required for success in human endeavor, and for success as writers and as teachers of writers. (KEH)

ED 311 468 CS 212 117

Language Arts Grades 8 and 9. Teacher Resource Manual. Integrated Occupational Program. Interim-1989 Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 89
NOTE- 281p.; Contains some highlighted (colored) material which will appear shaded when reproduced.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Class Activities; Foreign Countries; *Grade 8; *Grade 9; Instructional Materials; Integrated Curriculum; Junior High Schools; *Language Arts; Language Skills; Learning Activities; Middle Schools; *Resource Materials
IDENTIFIERS- Alberta

Developed to assist classroom teachers in implementing the Grades 8 and 9 Integrated Occupational Language Arts program, this teacher resource manual is intended for use as a practical planning and instructional tool and has been designed for a minimum of 150 hours of instruction at each grade level. It contains: further information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed concepts, attitudes, and skills; suggestions for planning and implementing the program; generic strategies designed to develop further facility in communication; suggestions for integrating language arts instruction with essential life skills and other subject areas; and suggestions for using community resources in delivery of the language arts program. The manual's sections are: (1) Introduction; (2) Safe Classroom Environments: Emotional/Physical; (3) Scope and Sequence; (4) Grade 8 Themes; (5) Grade 9 Themes; (6) Strands (including subsections on listening, speaking, reading, writing, and viewing skills); and (7) Skills (including subsections with instructional activities on inquiry, comprehension, following instructions, asking and answering, reporting/making notes, discussing, responding to literature, and developing language mechanics). (SR)

ED 311 484 CS 506 749

Kobland, Clifford E.
Toward a Synthesis of Multiple Methodologies.
PUB DATE- Aug 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Cultural Context; Higher Education; *Media Research; *Research Methodology; Scholarship
IDENTIFIERS- *Critical Theory; Empirical Research; Positivism; Research Priorities; Theoretical Orientation
This paper argues for a synthesis between the major competing paradigms of empirical positivism and critical theory, into a multiperspective methodology. Citing recent efforts to incorporate such a merger, the paper concludes that, though such a copula appears necessary, it remains problematic when considered within the context of an immutable reliance on empiricism in most graduate education in mass communication curriculum at American universities. The paper's first section (of seven) assesses the current situation, while the second section discusses what is wrong with the dominant perspective. The European perspective is the topic of the third section, and the fourth section discusses a mutual convergence. The fifth section makes special note of three particular broad-based perspectives: interpretive analysis, macrosocial studies, and cultural studies. A methodological synthesis is the focus of the sixth section, while the future is the topic of the seventh section. One hundred one references are attached. (SR)

ED 311 500 CS 506 819

Bintz, William P.
Using Unfamiliar People in Witness and Jury Pools: An Ethnographic Study of Interpersonal Skill Demands in Trial Practice.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Ethnography; Higher Education; *Interpersonal Communication; *Law Students; *Legal Education (Professions); Simulation; Student Experience
IDENTIFIERS- *Familiarity; Juries; *Mock Trials
An ethnographic study explored the hypothesis that the use of "familiar" people in mock trial simulations contributes to student inattention to interpersonal skill demands necessary for proficient trial lawyering. Participants in the study included 12 third-year law school students, 1 adjunct instructor, 1 researcher, 12 local high school students, and 6 senior citizens, all of whom volunteered to participate as members of an unfamiliar witness and jury pool. Data collection included participant observation, informal interviews, field notes, a formal questionnaire, and a researcher's reflexive journal. All data was subjected to qualitative analytic methodology including coding and triangulation of data. Findings indicated that using unfamiliar people during trial simulations required students to demonstrate considerable emotional, psychological, and intellectual stamina. Specifically, it required them to "decenter," to function as storytellers, and to "read the jury" throughout a trial. This study suggests that trial practice classrooms should pay closer attention to the instructional value of jury feedback, teacher feedback, indirect and informal instructional techniques, collaboration, teacher-as-demonstrator, and evaluation procedures. (Fifteen notes are included.) (Author/SR)

ED 311 532 EA 021 288

Bowers, J. Howard
Forecasting the Future of School Facilities.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Environment; *Educational Facilities Improvement; *Educational Facilities Planning *Educational Improvement; Elementary Secondary Education; Staff Role
A number of factors in society affecting the curriculum and thereby creating futuristic facility trends are identified in this paper. People are living longer, technologies are available, and new leadership roles are emerging. These factors present resulting educational implications for curriculum and the school facility. Instead of being isolated from the social world, the modern emphasis is on schools that are open systems and that depend on the external environment for survival. Three exemplary facilities are described: (1) Scottish Corners Elementary School (Columbus, Ohio); (2) Alfred Elementary School (Waterboro, Maine); and (3) the "smart classroom" schools of Scott County (Kentucky). School design trends are allowing schools to become truly special environments through planning processes which foster involvement with staff, involvement with community, and involvement with students who benefit from the facility. (12 references) (SI)

ED 311 578 EA 021 349

Education, Technology, and the Texas Economy, Volume 3: Vocational Preparation. Policy Research Project Report Number 85.
Texas Education Agency, Austin.; Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
PUB DATE- 89
NOTE- 68p.; For related documents, see EA 021 347-348.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Impact; *Labor Force; *Labor Force Development; School Business Relationship; Secondary Education; Technical Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Texas

To remain a high wage, high income society, attention must be focused on America's learning system. Educated workers and citizens should have a better grasp of technology, and vocational-technical subjects taught in the schools must contain greater academic, abstract, theoretical, and conceptual content. Reforming vocational-technical programs will require an emphasis on standards, motivation, modern technology, and relevance. Higher salaries and greater learning system control by teachers will also be necessary. The current trend in economic development on the state level is to facilitate private sector efforts. Among such approaches aimed at basic skills education, business/school partnerships offer the most promising alternatives. Basic requirements for a successful partnership include shared, focused goals; effective communication; and coordination. Another strategy to improve vocational education is "two-plus-two" advanced skill programs, which link the final two years of secondary education with training at a junior, technical, or community college. By offering competency-based education and alternative instructional methods for applied mathematics and science, these programs show promise for strengthening both the academic and the vocational skills of Texas' future work force. The need for information regarding the various articulation options is of utmost importance; the dissemination of ongoing pilot "two-plus-two" programs and of articulation improvement strategies will greatly support the restructuring and upgrading of vocational education throughout Texas. (72 references) (KM)

ED 311 206 CE 053 186

Pelavin, Diane C.; And Others
National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation.
Pelavin Associates, Inc., Washington, DC.
1;SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 87
NOTE- 80p.; For a related document, see CE 053 185.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Needs; Employment Patterns; *Employment Projections; *Labor Needs; *Labor Supply; Nursing; Postsecondary Education; Rehabilitation Counseling; Vocational Adjustment; Vocational Education; Vocational Evaluation; *Vocational Rehabilitation
To improve the services provided to clients in vocational rehabilitation, a study was conducted to determine what staff shortages exist by occupational discipline and which of them could be addressed by education and training. Data collection involved a questionnaire completed by 95 percent of the 83 directors of state agencies responsible for providing vocational rehabilitation services. Those responses were validated by a random sample of 10 percent of state-approved vocational rehabilitation facilities; responses were received from 234 of the 326 facilities contacted. The following were among the findings reported: (1) the areas of rehabilitation counseling rehabilitation administration, and rehabilitation of the blind have large numbers of unfilled positions, as do job placement and development, rehabilitation of the deaf, and independent living; (2) possible shortages exist in the areas of experimental and innovative services, rehabilitation engineering, interpreter training, orientation specialists and mobility specialists for the blind, and rehabilitation psychologists; (3) inadequate education was the primary contributing factor to an unsatisfactory pool of applicants in most shortage areas; and (4) the areas in which shortages most severely affect the greatest number of people were rehabilitation counseling, rehabilitation of the blind, rehabilitation of the deaf, and vocational evaluation and work adjustment. (CML)

ED 311 221 CE 053 206

Eppler, Thomas
Architectural Drafting. Curriculum Development. Bulletin 1779.
Northwestern State Univ., Natchitoches, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 30 Jun 86
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Drafting; Architecture; Building Design; *Building Plans; Competency Based Education; *Course Content; Course Organization; Design Requirements; Equipment; High Schools; Housing; *Learning Activities; Safety; State Curriculum Guides; *Structural Elements (Construction); Trade and Industrial Education; Units of Study
IDENTIFIERS- Louisiana
This teaching guide is designed to aid high school vocational education teachers in teaching a course in architectural drafting for students who plan to become architects, interior designers and decorators, architectural draftspersons, landscape engineers, building contractors, building estimators, real estate persons or appraisers, and others. The course is a study of basic construction principles with emphasis placed on a completed set of working drawings for home construction. The guide outlines the course, which contains the following 15 units: rules and regulations; safety; introduction; residential design and planning; complete set of residential drawings; general room planning; architectural lettering and techniques; floor plan with door and window schedule; foundation plan with details; roof and plot plan; typical wall section; elevations; details; specifications; and computer-aided drafting. Each unit consists of objectives correlated with topics, student activities, teacher activities, and resources. Appendixes include a tool list; safety regulations; teaching aids; rules, regulations, and grading requirements; and surveying. An 18-item bibliography completes the guide. (KC)

ED 311 236 CE 053 236

Changes in Work Patterns: A Synthesis of Five National Reports on the Service Sector. France, Germany, Japan, Sweden, the United States.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- Feb 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Developed Nations; Educational Needs; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; *Futures (of Society); Labor Economics; Labor Market; *Labor Needs; Postsecondary Education; *Sales Occupations; Secondary Education; *Service Occupations; Service Workers
IDENTIFIERS- *Europe; France; Germany; *Japan; Sweden; United States

An analysis of the service sector in five countries (France, Germany, Japan, Sweden, and the United States) was made through synthesis of earlier research on work patterns in the countries. Some of the findings and issues discovered concerned the following: (1) the heterogeneity of the service sector; (2) the progress of part-time work; (3) contracting out by industries; (4) blurring of traditional borders between sectors and also within the service sector itself; (5) regional distribution of services and its impact on employment; (6) the relationship of smaller forms to economic growth; (7) the need for balance in education between adaptable skills and professional work experience; (8) increased internationalization and rationalization, which give priority to product development, marketing, and sales; (9) a general trend toward raising skill levels; (10) "polyvalence"--a broad range of skills needed for midlevel workers; (11) a changing relationship between internal and external markets; (12) increased role of education for success; and (13) substantial growth of female employment. (KC)

ED 311 280 CE 053 310

Reid, Susan K.
Missouri Vocational Education Guide for Services to Single Parents and Homemakers.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
AVAILABLE FROM- Project SERVE, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Career Choice; *Career Counseling; Counseling; Displaced Homemakers; *Early Parenthood; *Employment Potential; Job Search Methods; *Job Skills; *One Parent Family; Postsecondary Education; *Program Development; Program Implementation; Public Relations; Secondary Education; Sex Fairness; State Programs; Womens Education
IDENTIFIERS- *Missouri
This guide was designed to help educators expand the delivery of vocational education programs, services, and activities to single parents, homemakers, displaced homemakers, and young women. The guide promotes the development of a comprehensive program of vocational education services that is based on a model with six components: outreach; orientation to education and the job market; assessment and evaluation of interest, ability, and aptitude; career decision making; support services; and follow-up and job placement; The four units of the guide cover the following topics: (1) program development and marketing (establishing advisory committees; identifying community referral resources, identifying the media, developing the material, disseminating the materials); (2) program management (coordinator and staff guidelines; standard forms); (3) counseling (vocational orientation, assessment, career exploration, career decision making and planning); and (4) employment preparation and job developpent (preemployment preparation, job development, follow-up). Information on workshop development, technical assistance, and resources also is provided. Samples of standard forms used in Missouri and support materials are included. (KC)

ED 311 310 CG 021 787

Smith, Shelley; Lays, Julie, Ed.
Child Welfare in the States: Fifty State Survey Report.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Nov 86
NOTE- 59p.; Separate oversize chart has been reduced in size and appended to end of document.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; *Child Welfare; Financial Support; *Foster Care; Public Policy; *State Government; *State Legislation; *Trend Analysis

Despite a significant federal role in permanency planning as evidenced by Public Law 96-272, child welfare remains primarily a state responsibility and the states vary considerably in their approaches to it. In January 1986, a 50-state survey on major child welfare issues was conducted. The project was begun in 1983 as an attempt to ascertain legislative initiative and action on child welfare issues across all 50 states. The survey was designed to document state efforts to reduce foster care populations; keep families together; monitor child welfare services; and provide permanent homes for abused, neglected, and disturbed children who otherwise might drift indefinitely in the foster care system. One objective of the survey was to document the diversity of approaches that states have used to comply with Public Law 96-272. The questionnaire was sent to state legislative staff and state agency contacts in all 50 states. Data from the 46 responding states showed that states retained primary financial responsibility for child welfare and that the majority of states documented significant improvements in their child welfare systems. Survey trends for 15 responding states indicated progress in developing alternatives to foster care; diversification in legislative influence over child welfare policy was evident; and child welfare issues relating to permanency planning, foster care, and family preservation services were shown to be top concerns of the states. (ABL)

ED 311 342 CG 021 957

Kuziel-Perri, Phyllis; Snarey, John
Preventing Adolescent Repeat Pregnancies: An Evaluation Study of a Comprehensive Service Program.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Black Mothers; *Early Parenthood; Followup Studies; *Intervention; *Pregnancy; *Prevention; *Program Effectiveness; Social Services; Unwed Mothers
Little empirical research has focused on whether comprehensive service programs for pregnant teenagers and teenage parents have helped to prevent or reduce the occurrence of subsequent pregnancies. This 4-year follow-up study evaluated what impact 8 services provided by a nonprofit agency have had on preventing repeat pregnancies, including increasing the length of time before a subsequent pregnancy. Subjects (N=52) were unmarried black adolescent girls who were pregnant with their first child at the time they became affiliated with the agency. Based on agency records and staff interviews, the adolescent mothers were rated on their average level of involvement in each of the 8 services during the subsequent 2-year period after their initial referral to the agency. The adolescents' repeat-pregnancy outcomes were then assessed 4 years after their initial referral to the agency. The results of regression analyses indicated that adolescent mothers who had a higher level of participation in two combined pre- and post-birth service programs were significantly more likely to experience a longer period of time after their first pregnancy without a repeat or subsequent pregnancy. (Author/ABL)

ED 311 357 CG 021 972

Peterson, Andrea
Mental Health Services Coordination: Working towards Utopia. Human Services Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Sep 88
AVAILABLE FROM- Book Order Department, National Conference of State Legislatures, 1050 17th St., Suite 2100, Denver, CO 80265 ($5.00 book rate; add $1.50 for first class postage and same day handing).
NOTE- 14p.; Update of ED 274 918. A product of the Mental Health Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Community Health Services; *Coordination; Cost Effectiveness; Deinstitutionalization (of Disabled); Federal Legislation; Financial Policy; Financial Support; Mental Health; *Mental Health Programs; *Public Policy; State Government; State Legislation; State Programs; *Trend Analysis
For certain groups of the mentally ill, most notably individuals with serious mental disabilities, the community-based mental health system can be more of a "non-system." Unforeseen problems have plagued both the dream of deinstitutionalization and the effectiveness of community mental health centers during the last 20 years. Uncoordinated planning efforts between federal, state and local governments have contributed to the problem. Key coordination problems include uncoordinated care between the hospital and the community, treatment gaps and the need for a continuum of care, funding patterns which complicate coordination issues, and decreasing funds for services. Although states cannot remedy all the problems brought about by deinstitutionalization, they can ensure a future of coordinated care by enacting specific legislation and by incorporating elements basic to many successfully integrated community mental health programs. Federal money to the states for mental health and social services will probably continue to decrease. Unless states take definitive action to transfer funds and authority to the local governments already responsible for caring for the vast majority of the seriously mentally ill, states will be forced to spend more on their general mental health budgets supporting state hospitals. State legislatures can help build a better future for the mentally ill by learning the lessons of successful community based programs already exisitng within their own borders, as well as those from other states. (Specific program and legislative responses of the states are described.) (ABL)

ED 311 372 CG 021 987

Milgram, Gail Gleason
What Is Alcohol? And Why Do People Drink? Pamphlet Series.
Rutgers, The State Univ., Piscataway, NJ. Center of Alcohol Studies.
PUB DATE- 88
AVAILABLE FROM- Rutgers Center of Alcohol Studies, P.O. Box 969, Piscataway, NJ 08855-0969 ($2.50 + postage; quantity discount--inquire).
NOTE- 27p.; For related documents, see CG 021 983-990.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcoholic Beverages; *Alcoholism; *Behavior Patterns; *Drinking; Intervention; Prevention; Trend Analysis
Alcoholic beverages have been used throughout American history but their use has always been controversial. Ethyl alcohol is one of the few alcohols man is able to drink, although it is never full strength. The fermentation process is used to manufacture alcoholic beverages. Wines are made from a variety of fruits. Beer is made from yeast and a malted cereal such as corn, rye, wheat, or barley. Distilled beverages, often called spirits, are mainly flavored alcohol and water. These include whiskey, gin, vodka, rum, brandies, and liqueurs. Alcohol has been drunk by some people since the beginning of civilized man. For most people who drink alcoholic beverages alcohol does not cause problems. About 30 percent of Americans are abstainers. For the most part alcohol is introduced to children in the home, usually between the ages of 10 and 13. Alcohol acts directly on the brain and changes its ability to work with the effects related directly to the concentration of alcohol in the blood. Alcohol is absorbed through the stomach and the small intestine into the bloodstream. Most of the alcohol leaves the body through oxidation and produces calories. Federal laws on alcoholic beverages regulate the production of the beverages and the portion of alcohol contained in the product. Laws related to alcoholic beverages availability are controlled by state and local authorities. Alcoholism is a chronic and usually progressive disease. Fortunately, alcoholism can be successfully treated. (Resources on alcoholism are listed.) (ABL)

ED 311 517 CS 506 874

Wallace-Whitaker, Virginia
Awareness of American Brand Names in the Soviet Union.
PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; College Students; *Foreign Countries; Higher Education; Mass Media Effects; Mass Media Role; Mass Media Use; Periodicals; Questionnaires; Surveys; Youth
IDENTIFIERS- *Brand Name Products; Brand Names; *USSR (Ukraine)
A study was conducted to determine the extent to which familiarity with American brand names had spread beyond the tourist centers of Moscow and Leningrad, in a population group most likely to have curiosity about American products. The subjects, 82 English-speaking college students ages 18-25, were all students at Kharkov State University in the Ukraine. The questionnaires contained three types of questions: (1) questions which measured behaviors that could lead to an interest in American products; (2) questions probing familiarity with American brand name products, musicians and politicans; and (3) questions on Soviet Media usage. Results indicated that Soviets know a surprisingly wide range of American brands. Some of the most well-known categories were products traded on the black market, but others, such as automobiles, were those with which most respondents would have had no personal contact. Some product categories appeared to be well defined: cigarettes, blue jeans, soft drinks, automobiles. Other categories which are brand-rich in the United States appear to have no dominant players in the USSR: cosmetics, sports equipment, and ice cream. The fact that Kharkov University officials accepted the idea of an American advertising professor polling their students, and the eagerness with which students answered questions, suggests a tolerant atmosphere toward American brand advertising and competitive marketing practices. (Nine tables of data are included and 17 references are attached.) (MG)

ED 311 548 EA 021 318

Daresh, John C.; Playko, Marsha A.
In Search of Critical Skills for Beginning Principals.
PUB DATE- Oct 89
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Phoenix, AZ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Qualifications; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Management Development; *Principals; *School Administration; Superintendents
IDENTIFIERS- *Ohio
In this paper critical skills needed by beginning principals are identified in order to guide mentors as they support and assist novice principals by indicating effective ways of dealing with critical responsibilities. A review of related literature and research-based information is presented followed by a description of the study. Findings were derived as the result of the use of the Delphi Technique with a group of 20 selected superintendents across the state of Ohio during 1989. Individuals were asked to identify the types of activities that they believed should be addressed by first-year principals. Skills identified were in three major areas: socialization in the field of administration in general, technical skills, and role-clarification skills. Of these three, the most important skills were related to the ability to engage in personal role-clarification by beginning administrators. Least important, as a group, were technical skills. Two lists of skills selected by the superintendents are appended. (10 references) (SI)

ED 311 563 EA 021 334

Stoloff, David L.
The Social Context of Educational Partnerships: A Semantic Review.
PUB DATE- Mar 89
NOTE- 32p.; For related paper, see EA 021 332. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Supported in part by the California Academic Partnership Program, the Southern California ACCESS Centers and Network, and California State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Agency Cooperation; *College School Cooperation; Cooperative Education; Cultural Influences; *Educational Cooperation; Elementary Secondary Education; *Government School Relationship; Institutional Cooperation; *Intercollegiate Cooperation; Interschool Communication; Parent Teacher Cooperation; *Semantics; Social Influences
IDENTIFIERS- *Partnerships in Education
This paper examines the changing nature of societal perspectives and the social contexts of educational partnerships or collaborations through a semantic analysis of the literature on educational cooperation and related educational themes and practices. In addition, a continuum of leitmotives on educational partnerships drawn from historic and current writings is reviewed for their influences on contemporary practices. From these research bases, a predictive model for trends or cycles in educational partnerships is offered with a focus on how government will support such collaborations in the 1990s. The conclusion--that state governments should initiate projects that bring faculty from the primary, secondary, undergraduate, and graduate segments of American education to plan educational improvement strategies together--underscores the point that any restructuring of American schooling requires cooperative involvement among all its external and internal constituencies. (JAM)

ED 311 163 CE 053 007

Donoso, Patricio; Gajardo, Marcela
World Perspective Case Descriptions on Educational Programs for Adults: Chile.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 89
NOTE- 126p.; This series includes thirty-two documents (CE 053-003-034) covering Argentina to Yugoslavia. The first 78 pages of each document are identical introductory matter. Subsequent pages exhibit a variety of legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Farmer Education; Agricultural Education; Case Studies; Community Action; Developing Nations; Distance Education; Educational Radio; Foreign Countries; *Inservice Teacher Education; *Nonformal Education; *Rural Education
IDENTIFIERS- *Chile
This document contains two case studies of adult education programs in Chile. Both case studies begin with a "face sheet" on which is recorded basic information about the program and the description. The first case study, prepared by Patricio Donoso, reports on Centro El Canelo de Nos, an inservice center for educators who work with Chile's most underprivileged social groups. The center's programs (Peasant Agriculture, Popular Technology, Peasant Women, Program for Peace and Human Rights, Training and Legal Support to Peasant Organizations, Research and Systematization, Training, Communications, and the Administration Program) are each described in one page or less. The network of similar centers with which the center cooperates is next described, and a detailed description of the Program of Systematization concludes the case study. The second case study, in the form of a 1983 article by Marcela Gajardo published in the periodical "Prospects," describes an experiment in nonformal education in rural areas that combined educational activities and community information to promote community organization and participation by the peasants who live in those areas. The article includes general information about the program; a description of its beginning in 1977; characteristics of the target audience for the radio broadcasts, leaflets containing agricultural information, and magazine articles that largely make up the program; a progress report and assessment information; and exploration of specific program components (program context, alternative forms of community participation, the educational impact of the program). In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

ED 311 192 CE 053 109

Tellei, Patrick U.
Construction Carpentry. Secondary Schools. Curriculum Guide.
Hawaii Univ., Manoa. Coll. of Education.
SPONS. AGENCY- Truk Dept. of Education, Moen (Truk Islands).
PUB DATE- Aug 89
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buildings; *Building Trades; *Carpentry; *Construction Industry; *Construction Materials; Craft Workers; Foreign Countries; Hand Tools; High Schools; *Masonry; Occupational Safety and Health; Secondary School Curriculum; Shop Curriculum; Skilled Occupations; Trade and Industrial Education
IDENTIFIERS- *Federated States of Micronesia
This document is intended to help construction carpentry instructors in the State of Truk, Truk, Federated States of Micronesia, to prepare their senior high school students uniformly to design and build residential structures capable of withstanding typhoons. Because of the threat of typhoons, the carpentry curriculum contained in the guide has a strong masonry construction component. For each grade (9th through 12th), the guide provides a course description, course goal, course objectives, and curriculum outline consisting of unit titles and a subject matter topic list for each. In addition, the guide lists for every unit a major student performance objective, instructional content cognitive and performance activities, and instructional aids and methods. For the 9th and 10th grades, the units are shop and construction safety, common carpentry hand tools, mathematics for carpenters, plan reading and interpretation, building materials and hardware, and (for ninth grade only) joinery. For the 11th grade, the units are building layout and framing. For the 12th grade, the units are orientation to construction and carpentry, power tools and equipment, cement and concrete, framing, finishing carpentry, and estimating. A 40-item bibliography completes the document. (CML)

ED 311 251 CE 053 257

Levy, Frank; And Others
Declining American Incomes and Living Standards. Seminar (Washington, D.C., May 1986).
Economic Policy Inst., Washington, DC.
PUB DATE- 86
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036 ($4.00).
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Economic Research; *Economics; *Government Role; *Income; *Living Standards; Productivity; *Wages
IDENTIFIERS- *Economic Decline
This document is a transcript of a seminar that explored the long-term causes and consequences of the decline in wages, incomes, and living standards experienced in the United States in the last 12 years. It was published in order to encourage wider public discussion of the causes of U.S. economic problems so that citizens, the press, and public officials can develop an informed agenda for public action. Participants in the seminar moderated by Jeff Faux; were economists Lester Thurow, Frank Levy, and Barry Bluestone; political scientist Ralph Whitehead, Jr.; and unnamed members of the press. Following the individual statements by the economists and political scientist, most of the document is devoted to questions (presumably asked by members of the press) and their answers. The document concludes with a list of 17 references. (CML)

ED 311 326 CG 021 939

Honolulu Primary Counseling Project Status Report: Second Year Implementation School Year 1987-88.
Hawaii State Dept. of Education, Honolulu.
PUB DATE- Feb 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
Numerical/Quantitative Data (110)
DESCRIPTORS- Counseling Services; *Delinquency; Elementary Education; *Elementary School Students; *Family School Relationship; High Risk Students; Identification; *Intervention; *Prevention; *School Counseling; Youth Problems

The Honolulu Primary Counseling Project (HPCP) is a pilot, 3-year juvenile delinquency prevention program which emphasizes early identification of and intervention in children's adjustment and pre-delinquent behavior problems. The ultimate goal is to decrease the incidence of juvenile crimes. The project had three broad project goals: (1) to develop and implement at five high-risk elementary schools a comprehensive counseling and support services program; (2) to establish and strengthen family-school relationships for families with children participating in HPCP; and (3) to establish and strengthen family and school linkages to community agencies that provide services to target students and their families. The HPCP used a direct intervention approach with a multi-disciplinary team concept. There was emphasis on early identification, counseling, and supportive services for the student as well as for the students' family. Analyses of demographic data indicated that almost 70 percent of the HPCP students were male and that there was wide variability in the number of years students' families had resided in the locality. The accomplishments of HPCP in its second year mirrored that of the first year with the program providing a variety of in-service training experiences; identifying students with adjustment problems; and implementing the program by early fall in all five targeted schools. Further integration of HPCP with existing school personnel and activities and attempting to assess student progress independently is recommended. (The HPCP instrumentation forms are included.) (ABL)

ED 311 501 CS 506 822

Shope, Richard
Mime as a Mode of Intelligence.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acting; Body Language; Creative Dramatics; Creative Teaching; Elementary Education; Intelligence; Movement Education; *Nonverbal Communication; *Pantomime; Self Expression
IDENTIFIERS- Drama in Education; Gardner (Howard); Intrapersonal Communication

The dramatic art of mime can be viewed through a theory of multiple intelligences. Mime is a mode of the bodily-kinesthetic intelligence which is characterized as the ability to integrate body movement and to use the body in highly differentiated and skilled ways, for expression as well as directed goals. Mime is the language of the body, the silent component of an otherwise spoken language--strong enough with its own symbolic system so that words are not needed. Mime is a silent song, the controlled movement of silence in time, at times staccato, at times flowing, anchored by rhythm. The mathematics of mime primarily deals with long chains of logical reasoning which must be integrated by the mime in the moment of the performance. Mime creates space by making visible the invisible, by learning to use the empty space of the stage area to create and sustain visual and spatial forms. Mime is intrapersonal in the respect that it is about humanity, about fate. It is a freely given gift created expressly for the people in the audience. By implication, it is eminently worthwhile to investigate the practical applications of mime in the field of education. The bodily-kinesthetic energy within each student may prove to be one of the vast untapped resources available to educators everywhere. (MG)

ED 311 533 EA 021 290

Shelton, Maria M.
Teacher Selection: A Training Model for Principals.
PUB DATE- Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Employment Interviews; *Principals; *Teacher Background; *Teacher Characteristics; Teacher Evaluation; *Teacher Qualifications; Teacher Recruitment; *Teacher Selection; Training; *Training Methods
The professional, systematic procedures school administrators use in selecting teachers and that educational administration departments use in training future administrators who hire teachers are presented in three parts. Part I discusses the pre-interview procedure, which is comprised of a position analysis, applicant paperwork, the recruitment advertisement, steps in teacher recruitment, and credential review. Part II examines the interview procedure. Subtopics include the interviewer's characteristics, interviewer training, the interview team, and interview and teacher selection. Part III analyzes the posthiring process. After a teacher is employed, the entire hiring procedure warrants evaluation. Given the demand for excellence in American education, teacher selection must follow systematic procedures. It is costly, time-consuming, administratively demanding and subject to personal bias. Because of these factors the pre-interview, interview, and post-hiring procedures must be scrutinized so that school systems employ the best-qualified teachers. (JAM)

DOCUMENT RESUME

ED 311 579 EA 021 350

Long, Delbert
Educational Reforms in the Soviet Union. Special Studies in Comparati
Education, Number Fourteen.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- Nov 85
AVAILABLE FROM- Publications Division, Comparative Education Center,
428 Baldy Hall, SUNY at Buffalo, Amherst, NY 14260 ($6.00 postpaid)
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Curriculum Development; *Educational
Change; *Educational Development; *Educational Improvement;
Elementary Secondary Education; Foreign Countries; Organizational
Change
IDENTIFIERS- *Soviet Education; *USSR
The Soviet school system is, and has been since its inception, a vital instrument of state policy. The Soviet political leaders of the 1980s, in an effort to improve their educational system, are implementing into the academic program the basic Soviet educational principles of: (1) promoting Communist Party policies; (2) coordinati school work with youth, community, and political organizations, and with industrial and agricultural enterprises; (3) combining polytechnical labor education, aesthetic education, and general education with moral education; (4) equating moral education with the Lenin communist ethical system; and (5) uniting academic and ethical knowledge with socially useful applications. School structure changes are included in the reform effort. First, children will complete 11 years of general education beginning at age 6. Second, vocational schools will be consolidated into one institution. And third, all students must acquire a skill proficiency in some common occupation. accomplish these goals, a large number of talented people must be encouraged to enter the teaching profession, classrooms must be provided with technological equipment, and substantial funds must be provided. Examining the Soviet efforts at educational reform will provide valuable insights about imaginative educational methods and means in another society whose ends are so very different. (126 references) (KM)

DOCUMENT RESUME

ED 311 595 EA 021 372

Buechler, Mark; And Others
The Debate Over Corporal Punishment. Policy Memo Series No. 5.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- Oct 89
AVAILABLE FROM- Publications, Consortium on Educational Policy Studies, School of Education, Suite 326, Indiana University, Bloomington, IN 47405 ($2.50).
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Problems; Childrens Rights; Civil Rights; *Corporal Punishment; *Discipline; Elementary Secondary Education; In School Suspension; *Public Schools; *Punishment; School Policy; *Student Rights

Corporal punishment, the act of disciplining students by inflicting physical pain (usually paddling the child's backside), has recently come under fire due to the public's growing concern over child abuse. Opponents of corporal punishment assert that there is little hard evidence showing that physical punishment promotes character development or produces lasting behavioral change. In fact, opponents claim that corporal punishment can be counterproductive by increasing rather than curtailing antisocial behavior. Corporal punishment supporters believe that coddling students who deserve to be punished is likely to do lasting harm; supporters suggest that children who do not learn that misbehavior has unfortunate consequences may never learn to behave acceptably. Currently, according to federal court rulings, school authorities can use reasonable physical punishment unless board policies or state laws stipulate otherwise. Across the 32 states that permit corporal punishment in their public schools, the laws vary considerably. Most states provide general authority to administer corporal punishment, but a few discourage this disciplinary technique. Whether corporal punishment continues to be used as a disciplinary tool will ultimately be resolved through the legislative process. (48 references) (KM)

DOCUMENT RESUME

ED 311 610 EC 212 551

Tobias, Jim, Ed.; Woods, Diane E., Ed.
Volunteer Rehabilitation Technology: International Perspectives and Possibilities. Report of a Symposium Sponsored by the RESNA (ICAART) Conference (Montreal, Canada, June 27, 1988). Monograph Number Forty-Two.
Rehabilitation International, New York, N.Y.; World Inst. on Disability Berkeley, CA.; World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
AVAILABLE FROM- World Rehabilitation Fund, IEEIR, c/o Diane Woods, 400 E. 34th St., New York, NY 10016 ($4.00).
NOTE- 93p.; A publication of the International Exchange of Experts and Information in Rehabilitation (IEEIR) project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Assistive Devices (for Disabled); *Engineering Technology Foreign Countries; *Physical Disabilities; *Program Development; *Rehabilitation Programs; *Voluntary Agencies; Volunteers
IDENTIFIERS- Australia; Great Britain; Israel

Symposium papers describe programs which use volunteers to provide rehabilitation technology services. George Winston describes Australia's Technical Aid to the Disabled (TAD), focusing on volunteer recruitment and selection, legal liability, volunteer insurance, advantages and limitations of the volunteer approach, and the TAD organization, including case examples. Daniel Barak's paper, titled "Disability Must Not Necessarily Handicap Daily Life--MILBAT in Israel" describes an information center where disabled individuals can try out assistive aids. MILBAT's founding and plans for the future are discussed, and a flowchart is provided of the searching process for the right solution. "REMAP of Great Britain: A Voluntary Technical Aids Service," by P. H. Hammond, describes the need for REMAP (Rehabilitation Engineering Movement Advisory Panels) and its operating structure involving 90 panels of volunteers. Appended to the paper is a report by Jim Tobias which outlines the history of REMAP and the environment of health care and rehabilitation within which REMAP operates. Comments from three United States observers are presented, including Helga Roth, Andrea Solarz, and Carole Wayne Forsythe, who describes the function of Volunteers for Medical Engineering. The appendix contains an edited version of the discussion that followed presentation of the papers at the two-part symposium, sponsored by a special interest group of the International Conference of the Association for the Advancement of Rehabilitation Technology (RESNA/ICAART). (JDD)

DOCUMENT RESUME

ED 311 626 EC 221 032

Dangel, Harry L.
An Assessment of the Training Needs of School Psychologists and Special Educator Teachers in Determining the Eligibility of Students for Learning Disabilities.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Eligibility; Inservice Education; Interdisciplinary Approach; *Learning Disabilities; *Needs Assessment; Primary Education; *School Psychologists; *Special Education Teachers; *Student Placement; Teacher Attitudes; Teamwork
IDENTIFIERS- Georgia
A survey was conducted regarding the perceived training needs of 180 members of multidisciplinary evaluation teams in Georgia. The teams determine the eligibility of students referred for learning disability ;placement. The respondents, who included school psychologists and special class teachers, indicated a need for training in determining eligibility in language areas, in determining the eligibility of 5- or 6-year-old students, and in documenting the use of professional judgment in determining eligibility. (Author)

DOCUMENT RESUME

ED 311 642 EC 221 048

Accommodation Strategies for Mildly Handicapped Students.
Keystone Area Education, Elkader, Iowa.
PUB DATE- 88
NOTE- 221p.; Print is light in parts and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Educational Methods; Elementary Secondary Education; Mainstreaming; *Mild Disabilities; *Models; *Regular and Special Education Relationship; *Teaching Methods

The reference handbook is the product of an Iowa Department of Education, Bureau of Special Education project entitled "Accommodation Strategies." The project attempted to: facilitate mildly handicapped students in regular education through the development and utilization of unique educational strategies; enhance cooperative endeavors between regular and special educational personnel; modify current professional philosophies regarding the analysis of various instructional/support service models which support the least restrictive environment goal; and address present funding formula, evaluation process, and pre-referral activity intervention issues. Twelve strategies were developed and implemented in 12 Iowa schools. Separate sections describe each strategy and its implementation: (1) the alternative learning model; (2) collaborative teaching; (3) consulting teaching; (4) cooperative learning; (5) Kansas learning strategies; (6) peer tutoring; (7) the SQ3R study method; (8) student teams achievement divisions; (9) the Transitional Aide Model; (10) teacher assistance team with a paraprofessional; (11) team teaching; and (12) team teaching in English at the high school level. (DB)

DOCUMENT RESUME

ED 311 658 EC 221 073

Meissner, Margit; Patton, Ellen

Graduate Information Booklet, Spring 1986 and Answers to Frequently Asked Questions about Graduation and Transition from School for Special Education Students.

Montgomery County Public Schools, Rockville, Md.
PUB DATE- 89
NOTE- 24p.; Prepared by the Department of Special Education and Related Services, Office of Special and Alternative Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; *Disabilities; Education Work Relationship; Graduation; *Graduation Requirements; High School Graduates; High Schools; *Human Services; *Transitional Programs
IDENTIFIERS- Montgomery County Public Schools MD

The "Graduate Information Booklet" provides directory-type information on Montgomery County (Maryland) services for disabled students who are graduating from high school. The first section on practical information explains armed services registration, acquisition of school records, personal identification cards, social security cards, reduced-fare public transportation cards, taxi service for persons with physical handicaps, food stamps, child care, consumer protection, free clothing, and library services. Other sections list employment services, vocational rehabilitation services, career counseling programs, emergency assistance, crisis intervention, mental health resources, support groups, recreational programs, and sources of further education and training. The "Answers to Frequently Asked Questions..." leaflet explains the Montgomery County Public Schools' requirements for earning a diploma; the requirements for earning a certificate; the role of the Admission, Review and Dismissal Committee in gearing a special education student toward a certificate rather than a diploma; due process rights; the role of transition planning; and post-graduation options. (JDD)

DOCUMENT RESUME

ED 311 674 EC 221 092

Weiss, Jill A.; And Others
Volunteer Tutors as a Reading Intervention for Students with Reading Difficulties. Research Report No. 18. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
PUB DATE- Oct 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Maintenance; *Mild Disabilities; *Program Effectiveness; Reading Achievement; Reading Attitudes; *Reading Difficulties; Student Attitudes; Student Behavior; *Time on Task; *Tutorial Programs; *Volunteers
The effectiveness of using volunteer reading tutors to work with students with reading difficulties was examined. Changes in academic engaged time, active responding time, achievement, and student attitude were assessed, along with information from tutor evaluations. Nine intervention and 8 control students (grades 3-5) with mild handicaps participated over an 11-week period, with experimental subjects receiving at least 36 20-minute sessions with reading tutors during that time. Observations indicated significantly greater active academic responding (particularly reading aloud) and academic engaged time when students were with tutors, as well as significantly less inappropriate nontask behavior. During the intervention period, higher inappropriate nontask behavior was observed when the student was not with the tutor during reading time. Follow-up observations of intervention students without tutors revealed that changes in responses were not maintained. Changes over time were not found in achievement or in student attitude measures. Tutor evaluations suggested the possibility of gains in aspects of reading not measured by standardized tests (e.g., expression), as well as several improvements for students in social-emotional areas. (Appended are the Reading Attitude Scale used in the study, the teacher and tutor evaluation forms, and a tutorial training agenda and guidelines.) (Author/DB)

DOCUMENT RESUME

ED 311 688 FL 018 004

Grala, Maria, Comp.
Foreign Language Textbooks Currently Being Used in Elementary Schools. CLEAR Materials Resource Series, Number 1.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 13p.; For documents in this series, see FL 018 005-006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographic Records; Chinese; Cultural Awareness; Elementary Education; *FLES; French; German; Hebrew; Latin; National Surveys; Russian; *Second Language Instruction; Skill Development; Spanish; *Textbooks; Ukrainian; Uncommonly Taught Languages; *Workbooks
IDENTIFIERS- *Foreign Language Experience Programs
This bibliography includes both commercially published and locally produced textbooks and workbooks that are currently being used across the United States in foreign language programs for grades 1-6. The materials cited are used by 303 elementary schools that responded to a national survey of elementary school foreign language programs. The texts included in the list are used primarily in foreign language experience (FLEX) and foreign language in the elementary schools (FLES) programs. Materials for teaching Spanish, French, German, Latin, Russian, Chinese, Hebrew, and Ukrainian are included. The textbooks presented are divided by language, and the following information is presented for each textbook: title/author, publisher and publisher's address, and suggested grade level. (DJD)

DOCUMENT RESUME

ED 311 705 FL 018 021

Selected Materials for Elementary and Secondary Less-Commonly Taught Languages: Language Arts and Content Areas. Arabic, Cambodian, Greek, Haitian Creole, Hebrew, Hmong, Indochinese, Japanese, Khmer, Korean, Lao, Latin, Pilipino, Russian, Urkrainian, Vietnamese. CLEAR Annotated Bibliography Series.

Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 32p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Arabic; Bilingual Education Programs; Cambodian; Citizenship Education; Computer Assisted Instruction; Cultural Education; *Curriculum Guides; Elementary Secondary Education; Greek; Haitian Creole; Hebrew; Hmong; Immersion Programs; Indochinese; *Instructional Materials; Japanese; Korean; Language Arts; Lao; Latin; *Program Descriptions; *Resource Units; Russian; Second Language Instruction; Tagalog; Teaching Guides; Ukrainian; *Uncommonly Taught Languages; Vietnamese; Vocabulary Development
IDENTIFIERS- Content Area Teaching; Phrasebooks

This 65-item annotated bibliography is composed of materials for teaching language arts and the content area materials in the less commonly taught languages (including Arabic, Cambodian, Greek, Haitian Creole, Hebrew, Hmong, Indochinese, Japanese, Khmer, Korean, Lao, Latin Pilipino, Russian, Urkrainian, Vietnamese) at the elementary or secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes curriculum guides, program descriptions (for bilingual programs and immersion programs), vocabulary development activities, citizenship documents, computer assisted instructional materials, culture specific materials, teaching guides, courseware, and phrasebooks. (DJD)

DOCUMENT RESUME

ED 311 721 FL 018 163

Berney, Tomi D.; Plotkin, Donna
Erasmus Hall High School Bilingual Program, 1987-88. OREA Report. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 89
NOTE- 35p.; For related document, see ED 298 794.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Counseling Services; *English (Second Language); Federal Programs; High Schools; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Secondary Education; Second Language Instruction
IDENTIFIERS- Content Area Teaching; New York City Board of Education
The Erasmus High School bilingual Program of instructional and support services served 111 limited-English-proficient students in its fifth year of federal funding. The program's major goal was to provide the least academically and linguistically prepared students with the instruction in English as a Second Language (ESL) needed for moving into mainstream academic classes. Students received instruction in ESL, native language arts (NLA), and bilingual instruction for some students (Haitian) in mathematics, science, and social studies. Students had th options of enrolling in an ESL typing class, mainstream subjects such as gym and art, and in a hotel and restaurant management program. Non-instructional components included academic, personal, career, and college counseling, individual and small-group tutoring, an after-school and summer jobs program, and extracurricular activities. While the program did not achieve its ESL objective, over 80% of students passed their NLA classes, and the attendance rate was higher than that of comparable mainstream students. Recommendations for program improvement include (1) restructuring the coordination of the ESL, NLA, and content area components; (2) recruitment of a Haitian Creole-speaking guidance counselor; (3) inclusion of staff development in methodology for ESL, NLA, and content areas; and (4) continued efforts to increase parental understanding of and involvement in the bilingual program. (MSE)

DOCUMENT RESUME

ED 311 736 FL 018 182

Dick, Robert C.; Robinson, Brenda M.
Should There Be Exclusive Sections of the Basic Oral Communication Course for ESL Students?
PUB DATE- 8 Aug 89
NOTE- 23p.; Paper presented at the World Communication Association Convention (Singapore, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; *English (Second Language); *Foreign Students; *Grouping (Instructional Purposes); Higher Education; *Instructional Program Divisions; Literature Reviews; National Surveys; Oral Language; Program Design; School Surveys; Second Language Instruction
Information on the need for and effectiveness of separate course sections for limited-English-speaking college students in basic oral communication courses is presented. The information was gathered from sources: (1) a survey of 137 instutions granting graduate degrees in communication arts and sciences; (2) a survey of enrollees in English-as-a-Second-Language (ESL) exclusive sections at Indiana University (IU); and (3) research findings concerning the effects of exclusive versus mainstream classrooms on the oral communication development of ESL students. It was found that of the institutions surveyed, only 14 of the 133 institutions offering multiple-section courses had exclusive sections for ESL students. Only a small additional number expressed support for exclusive sections. Arguments supporting mainstreaming generally cite a need for early social integration. Most IU students surveyed expressed strong opposition to mixed sections. Research findings generally did not support the assumption that students learn English better in a mixed group. A variety of approaches, instructional ideas, and classroom issues for consideration in teaching a specialized ESL section are included. (MSE

DOCUMENT RESUME

ED 311 752 HE 022 537

Blai, Boris
Critical Thinking: The Flagship of Thinking Skills?
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; College Freshmen; College Students; *Communication Skills; *Critical Thinking; *Decision Making; Higher Education; Outcomes of Education; Problem Solving; Success

Today it is generally acknowledged that the ongoing success of college-level courses in critical thinking is largely a response reflex. There has been a steady deterioration in the quality of communications skills offered by secondary students seeking collegiate-level schooling. These deficiencies reflect serious deficiencies in the basic thinking skills identified with communications expertise. A study by Pascarella (1987) concludes that "the freshman year at college significantly enhances the critical thinking of individuals." Research suggests that gains are made over the course of collegiate educational exposure. Other findings suggest that: critical thinking is a composite of attitudes, knowledge, and skills; the Watson-Glaser Critical Thinking Appraisal instrument seeks to provide an estimate of an individual's standing in this composite of abilities by means of five subtests designed to tap somewhat differing aspects of the composite; and results from a study of graduates of a two-year college for women show the 2-year attendance is related to a substantial improvement in critical thinking. Teaching critical thinking according to Agnew's 1986 plan and Logan's 1987 plan is discussed. It is recommended that college students be required to successfully complete critical thinking courses because all educated people need to have such skills. Contains 9 references. (SM)

DOCUMENT RESUME

ED 311 767 HE 022 697

Enarson, Harold L.
Reform and Renewal of Undergraduate Education. Invitational Talk Presented at Virginia Polytechnic Institute and State University.
PUB DATE- 15 Feb 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Students; *Curriculum Development; Educational Assessment; *Educational Change; Educational Development; *Educational Quality; Excellence in Education; Higher Education; Student Development; Teacher Role; *Undergraduate Study

The quality of undergraduate education is presented as the key issue confronting colleges and universities nationwide, and it is noted that college faculty can do much to enhance the curriculum. It is up to them to see that the curriculum accomplishes the educational purpose it espouses and that it maintains integrity and coherence. However, when in school, doctoral students are often told by senior faculty members to concentrate on research and stay away from committees. Many advanced students graduate with no understanding of the faculty senate or curricular matters, and never have to deal with ethical issues or the obligations of citizenship in a democracy. The 1960s left a mixed legacy, and students became increasingly unprepared for college level work. The business community complained that many college graduates lacked even minimum qualifications required in the first job. In the past several years, national reports have harshly criticized higher education and student assessment has begun to sweep the country in the name of accountability. The political pressure for student assessment has grown out of discontent with today's college graduates. The curriculum for the 21st century should be more than the confluence of student preference, market fashion, and departmental rivalries. There must be a strong leadership from the president and his top aides. Objectives that could be woven into the modern curriculum include: cultivating writing, reading, speaking, and listening; teaching the management of numerical data; and cultivating values. (SM)

DOCUMENT RESUME

ED 311 782 HE 022 823

Rogers, Stacy Jo
The Effects of Gender Disproportionate Representation on Women's Persistence in Undergraduate Majors.
PUB DATE- 89
NOTE- 70p.; M.A. Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Persistence; Asian Americans; Black Students; College Students; Ethnic Groups; Group Dynamics; Higher Education; Hispanic Americans; *Majors (Students); Minority Groups; Pacific Americans; *Sex Bias; Sex Discrimination; *Sex Role; *Social Influences; Undergraduate Study; *Womens Education
A study was conducted to examine the factors influencing undergraduate women's likelihood of persistence in their majors, based on Kanter's theory that members of the numerical minority in any group experience role entrapment and performance pressure as a result of their underrepresentation. Interview data were obtained from a stratified, random sample of 636 female undergraduates that included a sampling of Black, Hispanic, Asian and Pacific Islander students. Findings included the following: (1) performance pressure had a statistically significant, negative impact on women's likelihood of persistence in their major; (2) role entrapment had the expected negative relationship to likelihood of persistence, but its effect was non-significant; (3) a curvilinear relationship was found between enrollment balance and likelihood of persistence in the undergraduate major; and (4) women in male-dominated majors, as well as those in female-dominated majors, were more likely to persist than women in majors where the enrollment was more balanced. Contains 31 references. (Author/KM)

DOCUMENT RESUME

ED 311 797 HE 022 853

Higgins, Elizabeth J.
Comparison of Characteristics of U.S. Medical School Salaried Faculty in the Past Decade. 1968-1978.
Association of American Medical Colleges, Washington, D. C.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.
PUB DATE- Oct 79
AVAILABLE FROM- Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, DC 20036 ($8.00).
NOTE- 234p.; For related document, see HE 022 854.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Demography; *Equal Opportunities (Jobs); Graduate Medical Education; Higher Education; Longitudinal Studies; *Medical School Faculty; *Medical Schools; Minority Groups; National Surveys; *Salaries; *Teacher Characteristics; Women Faculty

This descriptive study prepared by the Association of American Medical Colleges displays current data on the available manpower resource of salaried faculty at U.S. medical schools for the academic year 1977-78. Comparison tables on selected characteristics are included for the academic year 1967-68, the first year for which data on medical school faculty were entered into the system, to show the lack of change in characteristics of salaried faculty at medical schools over the 10 years. Three sections present: an introduction; methodology; and discussion (overview of faculty, areas of responsibility, training and credentials, demographic characteristics, new-hires, and employment history). Study results indicate the following: the total faculty more than doubled in number over the 10 years, with the largest relative gains occurring in family medicine; total salaried faculty in 1977-78 numbered 47,479, of whom 41,161 were full-time; only 7.0% of the faculty did not hold doctoral degrees, and the M.D. degree was held by more than twice as many faculty as those who hold the Ph.D. degree; 42% of the doctoral faculty benefited from postdoctoral training awards; the percentage of full-time faculty who are female increased from 13.3% to 15.2%; and minority faculty increased their representation from 7.3% to 10.4%. Appended are: faculty roster forms; description of variables derived from faculty roster system master file, for tabulations in report; and nature of employment definitions. (SM)

DOCUMENT RESUME

ED 311 812 HE 022 900

Webb, Charles H., Ed.
Handbook for Alumni Administration.
American Council on Education, Washington, D.C.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($49.95).
NOTE- 335p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Administration; *Alumni; *Alumni Associations; Budgeting; College Programs; *Educational Development; *Educational Planning; Governance; Higher Education; Minority Groups; Personnel Management; Private Colleges; Professional Development; Public Relations; Small Colleges; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Alumni Administration

A definitive look at the field of alumni administration is presented, noting that the subject has until now received little attention. The 34 chapters are divided into nine sections: an overview of alumni administration; alumni as an essential resource; people management; budget and records; programming; communications; alumni education programs and services; type of institution; and managing the future. Chapters include the following: "Alumni Relations: A Perspective" (R. Forman); "Alumni Administration as an Integral Part of Higher Education" (J. DiBiaggio); "Alumni Relations" J. Fisher); "Alumni as Advocates for Your Institution" (S. Barrett); "The Role of Alumni in Academe and Governance" (J. Miller); "Alumni as an Essential Resource for Development" (S. Roszell); "Alumni Involvement in Student Recruitment" (M. Bonney); "Alumni and Career Placement" (J. Carter); "Professional Staff Selection and Development" (R. Willemain); "Alumni Association Boards of Directors" (R. Gale); "Alumni Volunteers" (M. Koll); "Budget and Funding Sources" (G. Langer); "Alumni Management Information Systems" (J. Hopson); "'Dear Alumni...' Who are These People?" (W. Evitts); "Alumni Clubs" (K. Williams); "Professional School Organizations and Other Constituent Associations" (M. Snyder); "Reunions" (M. Funderburk); "Alumni-in-Residence: Programs for Students" (N. Dysart); "Locating, Organizing, and Developing Minority Constituencies" (R. Carter); "Publications and Periodicals" (A. Beierle); "A Voice for Alumni: The Role of Alumni Research and Surveys in Alumni Relations" (M. Carlson and J. Day); "Using Electronic Communications to Stay in Touch" (K. Rollins and J. Rochlin); "Alumni Continuing Education" (S. Calvert); "Merchandising and Member Services" (W. Rothwell); "Alumni Travel Programs" (C. Lennon); "Alumni Athletic Events" (D. Dotts); "100 Ways to Lose the Battle of Managing the Small College Alumni Office" (M. Gillespie); "Alumni Relations at Two-Year Institutions" (J. Van Houten); "Urban Universities" (D. Dilorio); "Large Alumni Associations" (J. Kinney); "Less is More: Paradoxes of Small College Alumni Administration" N. Whittemore); "Alumni Administration at Independent Schools" (E. Ayres); "Alumni in the Twenty-First Century: The Planning Starts Now" (D. Heinlen and L. Crossley); and "Future Prospects for Alumni Administration" (P. Chewning). Contains 94 references. (SM)

DOCUMENT RESUME

ED 311 826 HE 022 918

The Future of New England. 1987 Survey of Business, Government and Higher Education Leaders. State by State Analysis.
New England Board of Higher Education, Boston, MA.; New England Center for Continuing Education, Durham, N.H.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Change; *Economic Factors; *Educational Planning; Environmental Influences; *Futures (of Society); Higher Education; Labor Force Development; *Public Policy; Questionnaires; Regional Characteristics; *Regional Planning; School Business Relationship; Training
IDENTIFIERS- Biotechnology; Connecticut; Maine; Massachusetts; *New England; New Hampshire; Rhode Island; Vermont
Information from the 1987 Future of New England survey is presented, gaining the perspectives of the region's business, higher education, and government leaders about five major areas of concern to the New England states: economic growth, internationalization of the economy, education and training, environmental concerns, and public policy priorities. The survey results were analyzed regionally by leadership type as well as state by state. The state issues addressed in five sections are as follows: Connecticut (education, training, and technical manpower shortages concern leaders, and biotech promises growth); Maine (improving higher education and workers' skills are priorities to Maine's leaders); Massachusetts (challenged to sustain the current economic success, Bay State leaders view biotech as their strongest hope for new economic growth); New Hampshire (leaders are optimistic about economic growth in the Granite State Despite concern over housing costs); Rhode Island (business, government, and higher education partnerships are the key to sustaining the Ocean State's future economic prosperity); and Vermont (conservation of agricultural and natural environments is a priority as the economy progresses). A copy of the Future of New England survey is appended. (SM)

DOCUMENT RESUME

ED 311 840 HE 022 941

Dinham, Sarah M.

Summary of Assessment Activities at the University of Arizona. Internal Report Series. Report No. 4.

Arizona Univ., Tucson. Center for Research on Undergraduate Education.
PUB DATE- Jul 88
NOTE- 12p.; For a related document, see HE 022 942.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; College Admission; *Educational Assessment; Educational Planning; *Educational Quality; Excellence in Education; Faculty Development; Higher Education; Longitudinal Studies; Outcomes of Education; *State Universities; *Student Evaluation; *Student Improvement
IDENTIFIERS- *University of Arizona

The variety of current University of Arizona (UA) faculty and administrative activities that can be thought of as assessment in the broadest sense of the term are reviewed, and the involvement of the Center for Research on Undergraduate Education is noted. UA is involved in assessing both programs and students in many areas in order to improve student and institutional performance. However, these varied assessments do not provide all the information the institution requires to make data-informed decisions in many arenas, so further special studies of institutional performance are necessary. Current UA assessment activities are described with focus on the following (with a look at the purposes, the nature of planning for each, the data sources and the involvement of the Center): admissions/entry information; the entry level mathematics program; the university composition program; special academic programs; teaching evaluations; student development; department data on students; department reviews; demonstration departments; general education program evaluation; professional education; college students experiences; longitudinal study (1988-89 freshman); senior study (1988-89); and alumni survey (to link students' personal and academic experiences with the outcomes that are discernable only to a graduate). (SM)

DOCUMENT RESUME

ED 311 858 IR 013 977

Schlenker, Richard M.
Using AppleWorks V1.3 To Format Data Disks for Use with the Apple IIe Computer. Second Edition.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Floppy Disks; Microcomputers
IDENTIFIERS- Apple IIe; *AppleWorks
This step-by-step guide to using AppleWorks V1.3 to format data disks for use with the Apple IIe computer covers (1) program loading; (2) selecting the add files menu; (3) selecting a different disk; (4) selecting disk 2; (5) returning to the main menu; (6) selecting other activities; (7) disk formatting; (8) volume naming; (9) entering the disk name; (10) using slot or drive 2; (11) formatting; (12) using screen directions; (13) exiting the format option; (14) escaping the other activities option; and (15) information storage. Fourteen sample screen displays are included to illustrate the steps. (MES)

DOCUMENT RESUME

ED 311 874 IR 013 993

Mehan, Hugh
Microcomputers and Classroom Organization: The More Things Change the More They Change Each Other. Interactive Technology Laboratory Report #10.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Dec 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Computer Assisted Instruction; *Cooperative Learning; *Educational Innovation; Elementary Education; Elementary School Curriculum; *Microcomputers; *Social Environment; Teaching Methods; *Technology Transfer
This study examined the effect of microcomputer use on classroom social organization and curriculum. To determine whether teachers who have a microcomputer available for instruction use time and space differently and make modifications in what they teach and how they teach, observations of four elementary school teachers (grades two through six) in San Diego were conducted as they introduced and used microcomputers in their classrooms. The students represented a diverse population in terms of measured ability, socioeconomic status, and ethnicity. Their teachers had varying degrees of computer knowledge. Findings indicate that there was no significant change in the way in which teachers arranged the space and used time in their classrooms as a result of having microcomputers available for instruction on a full time basis. The microcomputers were incorporated into previously established practices for organizing instruction, regardless of the teacher's previous knowledge of computers, demonstrating the resilience of classrooms when attempts are made to introduce change. A different sense of social relations developed. Students assisted each other at the computer and cooperated in the completion of assigned tasks. Microcomputers had an impact on the curriculum by providing a means to meet previously established goals as well as a means through which previously unattainable goals could be reached. (31 references) (GL)

DOCUMENT RESUME

ED 311 888 IR 014 013

Hermann, Ruth; Singer, Vivian Hermann
Write Now for the Apple IIc, IIe, and IIgs.
Singer Consultants Custom Software, Wantagh, NY.
PUB DATE- 89
AVAILABLE FROM- Singer Consultants, 832 Brent Dr., Wantagh, NY ($40.00 for the 5.25-inch program diskette and teacher's guide).
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Computer Assisted Instruction; *Courseware; *Handwriting; Home Study; Instructional Materials; Learning Disabilities; *Letters (Alphabet); Primary Education; Teaching Methods; *Writing Instruction
IDENTIFIERS- Apple IIc; Apple IIe; Apple IIgs
Intended for use by teachers, this guide suggests classroom techniques for using "Write Now," an Apple II program with music, motion, and pictures, to facilitate the teaching of manuscript handwriting skills to elementary school students. "Write Now" shows the student how to form curves and lines when writing letters of the alphabet, where the strokes start, the direction of the strokes, and the proper proportion. The program also has enrichment text on the screen that a parent or teacher can read aloud. In addition, all of the letters that the computer writes are large enough for an entire class to see, allowing the teacher to use the software in classroom presentations. Eight clusters of progressive lessons develop all of the upper and lower case letters according to the strokes required to form them. Starting with body geometry, students learn to write by listening to "key" music, following direction signals, and watching each illustrated letter as it is correctly written on the screen. The student may also choose to go in alphabetical order, starting at any letter, to learn pairs of upper and lower case letters or practice either upper case or lower case with sample words corresponding to the illustrations. "Write Now" also allows the student or the teacher to type in original words or groups of letters for the computer to demonstrate on the screen. This program has been used with special education classes, normal kindergarten through second grade classes, and in a literacy program for dyslexic inmates at the Nassau County Correction Center. (GL)

DOCUMENT RESUME

ED 311 903 IR 052 894

Klein, Susan S.
Directory of Education Related Clearinghouses.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 469p.; In early 1990, this directory will be replaced by an expanded user-friendly directory that will be available in both paper and computer versions from ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clearinghouses; *Databases; *Education; *Information Centers; Information Dissemination; Information Networks; *Information Services; Surveys; *Users (Information)
IDENTIFIERS- ERIC
To better coordinate the work of the 16 ERIC Clearinghouses with that of other information service providers, the Office of Educational Research and Improvement (OERI) conducted a survey that defined and described the clients and services of 100 public and private education-related clearinghouses. For the purposes of this survey, a clearinghouse is defined as a place: (1) where organized databases are maintained and continuously updated; (2) which maintains an extensive set of resources in a specific education-relevant area; (3) where information from the databases is available to the general public; (4) where staff actively share information with their constituents (e.g., through newsletters); and (5) which describes itself as a clearinghouse, resource center, information center, or information service. This directory provides basic information about each of the clearinghouses surveyed. Each entry contains the following information: clearinghouse name; address; contact person; telephone number; federal funding information; legislative authority; involvement with larger projects; projects within the clearinghouse; government monitor name and telephone number; content focus; key users; types of information provided; coordination with other clearinghouses; database names; type of accessibility; number of items in database; responsive user services; total annual requests; dissemination activities; number on mailing list; technical assistance; and compatibility with ERIC (Educational Resources Information Center). Both an alphabetical list of clearinghouses (table of contents) and a subject index are provided. (SD)

DOCUMENT RESUME

ED 311 918 IR 052 910

Online for Information. Integrating Technology Series.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Feb 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055) Reference Materials
Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; Computer Software Reviews;
*Courseware; Curriculum Development; *Databases; Electronic Mail;
Modems; *Online Searching; Public Education; Technological Literacy;
*Telecommunications

Arguing that much of the information needed in the future will be available only online, using computers, modems, and telephone lines, this four-part guide is designed to provide the basic information on online communication that is needed by beginners. The introduction to the guide includes a definition of online communication, a rationale for teaching online activities, and a few words of advice for the teacher who is getting started. Focusing on online applications, the first of four chapters describes online uses (e.g., electronic messaging, research and reference, and other curriculum- and education-related applications) and courseware packages designed for use in schools. Concerned with instructional strategies, the second chapter outlines learner outcomes and curriculum activities designed t help teachers integrate online skills into the curriculum, and suggest activities that use electronic messaging or online searching for use i language arts projects, science/problem solving projects, and social studies projects. The third chapter discusses basic hardware and software needed to begin using online communication, describes the use of modems, and provides information on communications software program and vendors. A telecommunications budget worksheet is included. The fourth chapter provides an annotated listing of 12 selected online services, each including a source for further information. A glossary of online communications terms and a list of selected journal articles and journals on online communication are included to assist teachers i getting started online. (SD)

DOCUMENT RESUME

ED 311 933 IR 052 932

Peterson, Elaine; Carr, Mary M.
Coordinated Collection Development via CD-ROM. A Pilot Project Granted by LSCA Title III Funds to Crosby Library, Gonzaga University. Final Narrative Report.
PUB DATE- Oct 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Terminals; Grants; Higher Education; *Interlibrary Loans; *Library Acquisition; *Library Collection Development; *Optical Data Disks; *Shared Library Resources
IDENTIFIERS- LaserCat; Library Services and Construction Act; *Retrospective Conversion (Library Catalogs); Western Library Network
Three colleges in the state of Washington--Gonzaga College (Crosby Library), Whitworth College, and Eastern Washington University--received grants from the Fred Meyer Charitable Trust and the Library Services and Construction Act to facilitate coordinated collection development in the areas of education and business/economics, so that their collected resources would meet established standards. The major technical barriers to collection coordination and cooperation among the three institutions were the lack of a single, shared database, and Crosby Library's low number of machine-readable bibliographic records. These barriers, coupled with the expected increase in interlibrary loan transactions, made a LaserCat workstation (i.e, a CD-ROM driven program that assists with retrospective conversion of materials, verification of bibliographic information, interlibrary loan, and holdings verification) an essential tool in a collaborative collection development process. As a result of the increase in shared services and resources made available cost effectively through LaserCat, the three institutions have increased their buying power by avoiding duplication of acquisitions. The appendixes that make up the major part of the report provide: (1) an orientation to LaserCat; (2) a description of LaserCat procedures; (3) a checklist for shelf list drawers; (4) an approval plan profile questionnaire; (5, 6) articles about CD-ROM and LaserCat; (7) a list of Crosby Library's resources; (8) answers to questions about LaserCat; (9) an illustration of the CD-ROM's main search screen; and (10) an excerpt from Crosby Library's instruction manual. (SD)

DOCUMENT RESUME

ED 311 946 JC 890 448

Kintzer, Frederick C.
Articulation and Transfer: A Review of Current Literature on Statewide and Interinstitutional Program Models and Trends.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
PUB DATE- Mar 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Articulation (Education); *College School Cooperation; Community Colleges; *Educational Trends; High Schools; Literature Reviews; Postsecondary Education; Remedial Instruction; School Business Relationship; *State Programs; *Transfe Policy; *Transfer Programs; Trend Analysis; Two Year Colleges; Vocational Education
A literature review is provided on model programs to improve articulation and transfer between two- and four-year colleges at institutional and state levels. Part I focuses on statewide program models. After presenting background on the development of transfer policies and the incorporation of articulation goals in state master plans, this section identifies four types of transfer and articulation documents in use and indicates which states use each of the following type: mandates traced to the state constitution or legislation; state system policies; voluntary interinstitutional or intersegmental agreements; and agreements primarily concerned with vocational-technical education. This section concludes with brief summaries of statewide programs and activities in Arizona, California, Florida, Illinois, Massachusetts, Minnesota, Missouri, Nevada, New Yor North Carolina, Rhode Island, South Carolina, Texas, and Washington. Part II discusses interinstitutional and intersegmental activities and programs, concluding that current trends emphasize tightening of relationships between secondary and postsecondary schools. This sectio focuses on efforts to ensure access to higher education for disadvantaged populations and ethnic minorities; remedial education; vocational-technical education; computerized information systems; and business, industry, proprietary schools, and the military. (JMC)

DOCUMENT RESUME

ED 311 960 JC 890 465

Vaughan, George B.
Leadership in Transition: The Community College Presidency.
American Association of Community and Junior Colleges, Washington, D.C.
American Council on Education, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- American Council on Education/Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 ($29.95).
NOTE- 146p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Career Ladders; *College Presidents; *Community Colleges; Educational Change; Females; Futures (of Society); *Leadership; Minority Groups; Two Year Colleges

Stemming from the author's personal experiences, interviews, research and needs expressed by individuals in the community college field, this book examines issues currently facing community college presidents and argues for a change in leadership to meet the needs of a new era in higher education. Chapter 1 briefly describes the role of the founding presidents of community colleges in fostering growth during the 1960's and early 1970's, arguing that the current community college presidency lacks a comparable focus. After chapter 2 discusses the role of the president as educational leader, chapter 3 suggests that presidents place a greater distance between themselves and their various constituencies by delegating authority and extricating themselves from mundane campus activities. Chapter 4 addresses the question of the appropriate length of tenure for a college president, providing a tentative list of signs that a president has been in office too long. Chapters 5 and 6 draw from survey data to consider the special problems and advantages faced by women, Black, and Hispanic presidents. Using information from a national survey of current deans of instruction, chapter 7 provides a comparison of the characteristics of current and past presidents with those who will be presidents in the future. Finally, chapter 8 offers practical advice for those who make the community college presidency their career goal, including a list of suggestions for seeking the office. (AYC)

DOCUMENT RESUME

ED 311 973 JC 890 478

Miller, Kathleen, Ed.; And Others
Community Colleges: Pathway to Kentucky's Future. Report of the Commission on the Future of the University of Kentucky Community College System.
Kentucky Univ., Lexington. Community Coll. System.
PUB DATE- Aug 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; *College Role; Community Colleges; Educational Assessment; Educational Improvement; Educational Trends; Employment Patterns; *Institutional Evaluation; *Summative Evaluation; Two Year Colleges

This booklet presents the findings and recommendations of the Commission on the Future of the University of Kentucky Community College System concerning the colleges' role, effectiveness, and potential in the areas of educational access, economic development, college-community partnerships, leadership, governance, effectiveness/accountability, and resources. For each of these issues, the booklet provides a summary of Commission findings, recommendations, and a rationale for the recommendations. Major recommendations for the community colleges were to: (1) increase activities that provide greater access to higher education; (2) increase responses to business/industry needs with technical degree programs, job specific training/retraining, and services; (3) emphasize basic skills education and training to foster an attitude of lifelong learning; (4) develop and formalize additional partnerships to promote community development; (5) provide for statewide advocacy and networking of the various community colleges; (6) strengthen the effectiveness of local advisory boards; (7) implement additional leadership development activities within the community college system; (8) provide leadership to coordinate postsecondary programs and services offered in community colleges and vocational-technical schools; and (9) continue to refine measurements and methods for evaluating college effectiveness. In addition, the Commission recommended that state policy makers correct the disparity in funding between the community college system and other institutions of higher education, and provide full formula funding to meet the state's needs for higher education. (VVC)

DOCUMENT RESUME

ED 311 987 JC 890 493

Betts, Lee John
Reflections on the First Year of a Community College President.
Frederick Community Coll., Md.
PUB DATE- Oct 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Board Administrator Relationship; Budgeting; College Environment; *College Presidents; Community Colleges; Educational Objectives; Personal Narratives; Teacher Administrator Relationship; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD
An anecdotal account is provided of Lee John Betts's first year as the president of Frederick Community College (FCC). The first sections cover the application process, his first visit to the college, issues involved in relocating, administrative tasks accomplished during the first week, and Betts's first meeting with FCC's board of trustees. The next section summarizes Betts's first address to the college faculty, entitled "Eight Goals for the Future." After reviewing activities that were undertaken to get acquainted with community leaders, college staff and students, Betts highlights some of his efforts to establish a campus presence in community events, improve relations between FCC and a prestigious independent college in the city, and lay down roots in the community. Subsequent sections focus on the establishment of a Professional Development Council at the college, and review the other initiatives undertaken during the first eight months of Betts's presidency, including the difficult process of instructional reorganization. The next sections look at problems that were encountered, including decreasing compliance and increasing assertiveness among faculty and administrators; difficulties with a building project; and budget complications. Following concluding comments, a brief postscript by Professor Phyllis Hamilton provides a faculty member's perspective on Betts's first year as president. (JMC)

ED 311 627 EC 221 033

Edenfield, Marilyn S.; Freeman, Robert N.

Self-Recording To Increase Academic Performance and Production in Primary-Aged Mildly Mentally Handicapped Students.

PUB DATE- 6 Apr 89
NOTE- 28p.; Paper presented at the Annual Convention of the Council fo Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Modification; *Mild Mental Retardation; Outcomes of Treatment; Primary Education; Reinforcement; Resource Room Programs; Self Control; *Self Evaluatio (Individuals); Special Classes; Study Skills; Time on Task
IDENTIFIERS- *Self Monitoring

The replication study examined the effectiveness of a self-recordin procedure to increase the levels of academic performance and productio in 18 primary-aged mildly mentally handicapped children enrolled in either a self-contained or a resource class. Subjects were instructed in a self-recording procedure to track the number of worksheets accurately and neatly completed daily by each subject. Reinforcers included edibles, activities, and tangibles. Analysis of findings supported the value of self-recording and self-monitoring to the development of self-control behaviors. Better performance was documented by the self-contained group during the treatment phases. Both groups continued to perform near the maximum levels during the thinning and maintenance period. Results also indicated that systems which place increased responsibility on students for behavior control within the context of an overall management system may significantly improve academic performance. A bibliography, graphs, statistical dat and sample self-recording cards complete the report. (DB)

ED 311 859 IR 013 978

Schlenker, Richard M.
Using AppleWorks V2.0 To Construct Data Base Files for Use with the Apple IIGS Computer. First Edition.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIgs; *AppleWorks
This step-by-step guide to using AppleWorks V2.0 to construct database files for use with the Apple IIGS computer covers (1) program loading; (2) selecting the add files menu; (3) selecting a different disk; (4) selecting disk 1; (5) selecting the database option; (6) naming the file; (7) the blinking block cursor; (8) naming categories or fields; (9) moving to insert data; (10) inserting data; (11) changing database file formats; (12) altering the file layout; and (13) saving the file. Seventeen sample screen displays are included to illustrate the steps. (MES)

ED 311 580 EA 021 351

Wang, Jing, Ed.; Wu, Yenbo, Ed.
Perspectives on Contemporary Education in China. Special Studies in Comparative Education, No. 21.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- 89
AVAILABLE FROM- Publications Division, Comparative Education Center, 428 Baldy Hall, SUNY at Buffalo, Amherst, NY 14260 ($6.00 postpaid).
NOTE- 157p.; Proceedings of the Conference of China Education International (1st, Buffalo, NY, July 1-3 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; *Comparative Education; Distance Education; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Organizational Development; *Specialization; *Student Attitudes; Vocational Education; Womens Education
IDENTIFIERS- *China

The research reflected herein reveals not only current educational developments in China but exemplifies the usefulness of comparative education. This publication, stemming from a June 1988 conference in Buffalo, New York, on education in China, is written from a uniquely Chinese perspective mixed with a firm understanding of education in other countries and of a variety of research methodologies learned fro doctoral study in the United States. Topics include an organizational analysis of central administration; expansion of higher education (1977-1987); current reform in higher education; issues and trends of the specialization structure in higher education; an analysis of issue and perspectives on compulsory nine-year education; policies and realities concerning why high school teachers do not want to teach; th conflict between two career options (vocational or liberal arts education); status differences in the natural and social sciences; training and development in distance education and learning; a perspective on the development of career counseling; and women's education--progress and contradictions in revolution and in modernization. (JAM)

ED 311 596 EA 021 375

Nardine, Frank E.; And Others
How Involved Are State Education Agencies in Parent Involvement? IRE Report No. 17.
Institute for Responsive Education, Boston, Mass.
PUB DATE- Jul 89
AVAILABLE FROM- Publications, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($3.00).
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; Family Involvement; *Financial Support; *Instructional Leadership; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; *State Departments of Education; *Superintendents
IDENTIFIERS- *Epstein (Jean)
A study attempted to determine the validity of Jean Epstein's contention that "words about the importance of parent involvement are meaningless without financial and technical support." A survey questionnaire was mailed to 197 individuals (including all 50 state superintendents of education) and 38 individuals suggested by respondents. In all, 116 questionnaires representing all 50 states were included for analysis. Overall, findings indicated that parent involvement programs at the state level are at best minimal. State educational agency support for parent involvement is measured in terms of staff allocation, expenditures, and concrete programs and activities. The level of staffing in all states is very small. States that might claim to provide leadership in parent involvement programs are providing insufficient monetary and human resources to ensure healthy and continued collaboration on the district and local level between the school and the home. It is apparent that state-level administrators seem to be delimiting the parent involvement role. Two data tables, three state parent involvement staff allocation maps, and a listing of the frequency of parent involvement technical assistance are appended. (13 references) (SI)

ED 311 643 EC 221 050

McLaughlin, Margaret J.; Stettner-Eaton, Barbara
Categorical Certification in Special Ed: Does It Really Make a Difference? Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50 prepaid).
NOTE- 33p.; Prepared by the Policy and Planning Center.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; Delivery Systems; *Educational Policy; Emotional Disturbances; Instructional Effectiveness; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *State Standards; Student Characteristics; *Teacher Certification; *Teacher Education; Teaching Methods
IDENTIFIERS- *Noncategorical Special Education; *Severity (of Handicap)
This study examined the literature and state policies concerning noncategorical certification of special education teachers. First, the issues are identified and include services organized around the categorical conditions defined in Federal law, the tendency of categorical certification to adversely affect teacher supply and limit administrative flexibility, and the tendency of too broad certification to result in teachers poorly qualified to teach the range of categories. Research on differentiating characteristics of mild handicapping conditions generally shows only slight differences between the mentally retarded, learning disabled, and mildly emotionally disturbed. Research on instructional methods consistently fails to indicate that different approaches to instruction are needed for different categories of mildly handicapped students. States have tended to move toward more noncategorical certification raising some concerns about adequate training. Teachers may be trained categorically and then broadly certified and placed. Since certification standards can serve as a major control for quality, states are encouraged to (1) develop certification policies that reflect the two dimensions of functional level and age; (2) provide teacher training that parallels certification policies; and (3) place special education students in classrooms according to the same two dimensions of functional level and age. (DB)

ED 311 659 EC 221 074

Bruneau, Odette
Assessment of Preschoolers: Hints for Evaluation Personnel.
PUB DATE- 5 Apr 89
NOTE- 8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Disabilities; *Educational Diagnosis; *Evaluation Problems; Parent Attitudes; Parent Teacher Cooperation; *Preschool Children; Preschool Education; *Student Evaluation
Assessment of preschoolers with handicaps presents a challenge to assessment personnel due to the children's unwillingness to separate from their parents, non-compliant behaviors, short attention spans, limited expressive language, and other problems. Planning and scheduling considerations include scheduling assessments when the child is well-rested and avoiding undue length of assessment. Preparing the environment for assessment involves having adjustable tables and foot rests, reinforcers, and toys. Parents of preschoolers exhibit some behaviors which are different from the behaviors seen in the parents of school-age children, such as unwillingness to separate, angry reaction to the labeling of a handicap, and lack of understanding of the special education process. Suggestions for putting parents at ease include introducing parents to each member of the assessment team and maintaining a friendly but professional attitude. A list of eight suggested readings concludes the paper. (JDD)

ED 311 675 EC 221 093

Child Abuse and Neglect: The Impact on Texas Children, Families, and Communities and the Need for Treatment Services. A Report to the 71st Legislature.

Texas State Dept. of Human Services, Austin.; Texas State Dept. of Mental Health and Mental Retardation, Austin.

PUB DATE- 1 Jan 89

NOTE- 126p.; Prepared by the Joint Study Committee on Treatment of Child Abuse.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Child Abuse; *Child Neglect; *Cost Effectiveness; Delinquency; *Delivery Systems; Family Problems; *Incidence; *Needs Assessment; Program Costs; Recordkeeping; Research Needs; School Role; State Programs; Therapy

IDENTIFIERS- *Texas

The report provides a comprehensive review of child abuse and neglect concerns in Texas and offers a variety of recommendations. Data on the extent of the problem indicate that the need for treatment services has outstripped available resources. The direct and indirect costs of untreated child abuse are estimated. The joint study committee examined a variety of treatment models and concluded that intensive family-based services provide effective treatment at lower costs than traditional approaches. Other conclusions were that delivery of treatment services should incorporate a continuum of services which includes prevention, should draw upon existing state and local resources, and should employ a combination of treatment methods; and that not providing treatment ultimately costs society much more than the treatment costs. Treatment service gaps were identified and included a lack of interagency coordination, no uniform method of identifying and tracking child abuse and neglect victims, and the lack of resources to adequately treat all abused children. Eleven major recommendations address creation of an interagency council, research and data collection, funding, priority system for treatment, joint training, residential treatment, a family-based services project, a school-based therapy project, and treatment for juvenile perpetrators. Ten appendixes provide further detail on psychiatric problems associated with child abuse, costs, and treatment, and include a copy of the Oregon model for a continuum of services, a history of Texas state agency involvement in child abuse issues, an American Bar Association report on corporal punishment, and a proposal for school-based therapy. (DB)

ED 311 689 FL 018 005

Rhodes, Nancy; Richardson, Gina
Total and Partial Immersion Programs in U.S. Elementary Schools, 1989; and Useful Resources for Teaching Languages to Children. CLEAR Materials Resource Series, Numbers 2 and 4.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 32p.; For documents in this series, see FL 018 004-006.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiotape Cassettes; Bilingual Education; Elementary Education; *FLES; French; German; *Immersion Programs; *Instructional Materials; Newsletters; *Parent Materials; *Program Descriptions; *Resource Units; Second Language Instruction; Spanish; Uncommonly Taught Languages
IDENTIFIERS- United States
Two numbers of the CLEAR Materials Resource Series that both deal with teaching languages to children have been combined. Number two summarizes the status of foreign language immersion programs in elementary schools in the United States. For each of the 20 states with total or partial immersion programs, the following information is provided: (1) school district; (2) comments on the type of program, date of implementation, funding sources; (3) the number of schools; (4) the number of pupils; (5) the number of teachers; (6) the languages taught; and (7) the contact people within each of the school districts. Number four provides a bibliography of materials that can be used by teachers, parents, and administrators to facilitate children's second language learning. Practical guide books, cassette tapes, newsletters, and handbooks for teachers and parents are included. The following information is included for each citation: title, author, availability, cost, and a brief abstract. (DJD)

ED 311 706 FL 018 022

Selected Elementary and Secondary Resources in English and Foreign Languages for Computer-Assisted Instruction. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 13p.; For documents in this series, see FL 018 008-021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingual Instructional Materials; Case Studies; *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Elementary Secondary Education; *English (Second Language); FLES; Higher Education; Multimedia Instruction; Native Language Instruction; Program Descriptions; *Resource Units; *Second Language Instruction; Teaching Guides
IDENTIFIERS- Content Area Teaching

This 30-item annotated bibliography is composed of resource materials for using computer-assisted instructional materials to teach English as a Second Language (ESL) and foreign languages at the elementary, secondary, and postsecondary levels. For each of the entries, the following information is indicated: target language educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are: video-based programs, courseware, annotated bibliographies, software descriptions, teaching guides, case studies, and descriptions of language programs that use computer-assisted instructional materials. (DJD)

ED 311 722 FL 018 164

Inman, Marianne E.
Corporate Language Strategies for Global Markets. Executive Summary.
PUB DATE- May 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; Corporate Education; *Cross Cultural Training; *Educational Needs; *Industry; *International Trade; Language Role; Second Language Instruction; Second Language Learning; Surveys

In January 1989 a survey of 300 U.S.-based multinational corporations was conducted, with two earlier studies forming a basis for comparison, to re-examine the foreign and second language and cross-cultural training needs of the companies. Existing policies pertaining to this training were also surveyed and the amount, types, and purposes of the training were investigated. The results of the survey (106 of the 300 companies responded) are summarized, and compared with earlier findings in such areas as the nature and location of the corporations' operations, languages most studied by employees and the compensation (if any) offered employees for language competence, language proficiency policies for overseas assignment, ways that language training can be obtained by employees, corporate language and cross-cultural training models, provision of English as a Second or Foreign Language, objectives of language training, and the challenges companies experienced with their language training programs. Recommendations are made for companies addressing training needs. (MSE)

ED 311 737 FL 018 183

Valdez-Menchaca, Marta C.
Facilitating Spontaneous Speech through Time Delay.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; *English (Second Language); Language Research; Second Language Learning; Spanish Speaking; *Time Factors (Learning)
IDENTIFIERS- *Spontaneous Speech
A study investigated the effects of introducing a time delay between a "what question" and a verbal model on the spontaneous production of novel object words. Monolingual Spanish-speaking, Mexican children were taught the English names for toys. In the control condition, a "what question" was followed promptly by modeling the correct English label. In the experimental condition, a time delay was introduced between the "what question" and the verbal model. During training sessions, control children produced more imitative English words and experimental children produced more spontaneous English words. On post-tests, experimental children's production of English labels was superior to that of control children. No differences were found in comprehension levels. The role of time delay in spontaneous language use is discussed. (Author/MSE)

ED 311 753 HE 022 544

Kim, Chul-hwan, Ed.; Lee, Wha-kuk, Ed.

Higher Education and the Asia-Pacific Century. Proceedings of the '88 PRAHE Seoul Conference.
Ajou Univ. (South Korea).; Korean Council for Univ. Education, Seoul (South Korea).
PUB DATE- 88
NOTE- 243p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Communication; Cooperative Education; Cultural Pluralism; Curriculum Development; Engineering Education; Foreign Countries; *Higher Education; Intercollegiate Cooperation; Intercultural Communication; International Cooperation; *International Educational Exchange; Research Administration; Research and Development Centers; Science Education; *Social Change; Student Placement; Technology Transfer; Telecommunications
IDENTIFIERS- *Asia; Australia; British Columbia; British Council; Cultural Literacy; Japan; *Pacific Rim; South Korea

Proceedings of the Pacific Region Association for Higher Education (PRAHE) are presented, including 5 opening speeches, 6 plenary lectures, 7 invited lectures, and 13 general papers. Presentation topics include: higher education and societal change; educational exchange and the Pacific Rim; international cooperation through electronic media; cooperation of higher education with industry and research institutions; case studies of international cooperation (Korea, Australia); prospects and problems in international cooperation; university-industry cooperation; research collaboration of higher education with industry and research institutions; the Philippines' Colombo Plan Staff College for Technician Education, a case of successful cooperation between developed and developing nations; bridging the cultural divide at Obirin College (Japan); a dynamic projection for cooperative development; the University of British Columbia and international cooperation in higher education in the Asia-Pacific; the higher education research agenda for teaching and learning in a multicultural setting; the British Council's linkage role in international education; international relations from the viewpoint of self-evaluation and reform tasks at the University of Tsukuba (Japan); relationship between "caution index" and student demographic data in a Japanese language placement examination situation; direction for cooperative higher education; science education and the language of instruction; curriculum reform for cultural literacy; university management of technology transfer; and college-level engineering education for industry workers. Conference program and information about the conference organization and advisory committee are appended. (MSE)

ED 311 768 HE 022 698

Everson, Howard T.; And Others
1986 Prefreshman Summer Program. An Interim Report.
City Univ. of New York, N.Y.
PUB DATE- 87
NOTE- 22p.; For a related document, see HE 022 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); *Basic Skills; *College Bound Students; *College Freshmen; *College Preparation; Educational Quality; Higher Education; High School Graduates; High Schools; Language Skills; Mathematics Skills; Reading Skills; Skill Development; Student Development; Summer Programs; Writing Skills
IDENTIFIERS- *City University of New York

The results of an interim evaluation of the Prefreshman Summer Basic Skills Program at the City University of New York are presented. The program provided instruction to prefreshmen needing remediation in one or more of the basic skills of reading, writing, and mathematics. In an effort the provide effective remedial instruction and to facilitate students' transition to college, the program featured small-group instruction, peer tutoring, and counseling. Results include the following: prefreshman basic skills instruction delivered over the summer is effective; retention rates showed more than 90% of the 1,414 participants completed the program and subsequently enrolled as freshmen; 46% of English-as-a-Second-Language (ESL) students progressed in reading and 61% in writing; and students began their freshman year with a sense of familiarity and firsthand knowledge of the college and its services. Six recommendations include: develop ESL instructional components; use instruction in computer skills and study strategies to augment basic skills instruction; and pay more attention to support services available over the summer. Contains 4 references. (SM)

ED 311 783 HE 022 824

Cude, Wilfred
The Ph.D. Trap.

PUB DATE- 87
AVAILABLE FROM- Medicine Label Press, Rural Route #2, West Bay, Nova Scotia B0E 3K0, Canada ($10.95 plus $2.55 for shipping).
NOTE- 136p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Doctoral Degrees; Doctoral Dissertations; *Doctoral Programs; Educational History; Higher Education; Humanities; *Intellectual Disciplines; *Research Methodology; Sciences; Social Sciences; Time

This critical appraisal of North American doctoral programs contends that the degree is a seriously flawed academic institution. Recent scholarship and personal experiences are utilized to illustrate the contention that doctoral programs are inflexible, cumbersome, restrictive and wasteful, and, in most fields, do more harm than good. The history of the Ph.D. degree is traced, with an emphasis on the Canadian experience, and three major problems are identified: the length of time such programs take, the paucity of successful candidates and rewards that are not commensurate with the time, energy and money involved in obtaining the degree. The crisis is considered to be particularly acute in the social sciences and humanities, partly because of variant and imprecise methodologies that delay doctoral committees and doctoral candidates. Because of the values and skills required to succeed in such programs, they may, it is felt, be undermining scholarly excellence. Three appendices are provided: a summary of the most recent findings (subsequent to the first printing of the book), "The Grad School Numbers Game" (a comment on costs and enrollments), and "The Rejuvenated Mastership." References are provided at the conclusion of each chapter. (KM)

ED 311 798 HE 022 854

Jolly, Paul; And Others
Trends in Medical School Faculty Characteristics: New Faculty and Continuing Faculty 1968-1978.
Association of American Medical Colleges, Washington, D. C.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Dec 80
AVAILABLE FROM- Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, DC 20036 ($8.00).
NOTE- 227p.; For related document, see HE 022 853.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Credentials; Demography; Employment Patterns; Employment Statistics; Higher Education; Labor Turnover; Longitudinal Studies; Medical Education; *Medical School Faculty; Medical Schools; Minority Groups; *Teacher Characteristics; Teacher Recruitment; Teacher Responsibility; Women Faculty

Basic statistics on degree distribution, type of employment, trainin and credentials, responsibilities, distribution of specialties and disciplines, and demographic characteristics of new hire faculty and continuing faculty at U.S. medical schools from 1968-1978 are presented. The emphasis is on faculty who received their first medical school appointment between 1968 and 1978. Five sections focus on: overview (number of faculty, nature of employment, rank distribution, degree distribution, and departmental distribution); demographic characteristics (number of faculty, gender, degree, age, ethnic identification, and citizenship by gender); credentials (education and training, post doctoral awards, and specialties and disciplines); current responsibilities and previous professional activities of new hire faculty; and geographic distribution (number of medical schools, accession of new hires in public and private schools, accession of new hires in new and established schools, new hires and school maturation, research training, regional distribution, and retention of new hire faculty). Statistics include: the total faculty more than doubled over the 11-year period, but a decrease in the number of new hire faculty began in 1976; women faculty constituted an increasing fraction of new faculty; the percent of new hire black faculty decreased while that of new Asian faculty increased; and recruitment of new faculty at individual schools substantially increased. Five appendices are: publi and private school listing; definition of terms; appendix of variables previous and current faculty roster forms; and 9 references. (SM)

ED 311 827 HE 022 919

Groennings, Sven
Economic Competitiveness and International Knowledge. A Regional Project on the Global Economy and Higher Education in New England. Staff Paper II.
New England Board of Higher Education, Boston, MA.
PUB DATE- Oct 87
NOTE- 62p.; Corporate Support for a project of which this is part was provided by AT&T, Bank of Boston, Bank of New England, Boston Globe Corporation and the Henley Group.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Business Cycles; Change Strategies; *Competition; Developed Nations; *Economic Change; Economic Status; Free Enterprise System; *Global Approach; *Higher Education; *International Cooperation; World Affairs
IDENTIFIERS- *Economic Competitiveness; Japan; *New England
International knowledge and economic competitiveness are linked from three perspectives because appropriate connections are currently not being made between global economic change, the competitiveness of the American economy, and the international aspects of American higher education. Sections provide discussions of the following: an introductory metaphor; international knowledge defined; competitiveness defined; the problem of American competitiveness; New England in the pattern; strategies for competitiveness; lessons from Japan (international knowledge as business strategy); New England leaders' confirmation that international knowledge is a strength; eight linkages of competitiveness and international knowledge (e.g., the need for knowledge to compensate for a weak tradition, linkage of productivity lag and parochialism, increased export activity requiring international knowledge, and global perspective as essential); other studies and reports; and the New England leadership survey. New England leaders perceive a need to refocus what higher education is doing, so there is a challenge ahead for educational leadership and creativity with regard to both business preparation and citizenship education for the global economy. Tables are included. (SM)

ED 311 841 HE 022 942

Dinham, Sarah M.
Students and Learning at the University of Arizona: Annual Report to the Associate Vice President of the Center for Research on Undergraduate Education.
Arizona Univ., Tucson. Center for Research on Undergraduate Education.
PUB DATE- May 89
NOTE- 18p.; For a related document, see HE 022 941.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Faculty; College Students; *Educational Assessment; *Educational Quality; Excellence in Education; Higher Education; Minority Groups; *Outcomes of Education; Recruitment; School Holding Power; *State Universities; *Student Experience; Undergraduate Study
IDENTIFIERS- *University of Arizona
The University of Arizona's (UA) Assessment Plan was established in the spring of 1987 when a Task Force of 20 presented a report on assessment of undergraduate education. The Task Force's underlying assessment principles include faculty leadership, multidimensional view of quality, multiple methods of assessment, multiple sources of information, and use of existing data where possible. A conceptualization of the Arizona Model guided the Task Force's design of the UA assessment program. The Task Force recommended and implemented establishment of a Center for Research on Undergraduate Education as the coordinating office for assessment efforts. Four sections are as follows: summary of the UA assessment plan; implementation during 1988-1989 (current, ongoing assessment efforts, incorporating assessment into ongoing department activity, assessment of general education, studies of students' experiences and achievements at UA, and the UA as a model for other research universities); outcomes of projects/studies undertaken during 1988-1989 (students, teaching, learning, and educational outcomes); and plans for 1989-1990 (faculty and staff involvement, studies of students' experiences and achievements, and assessing minority recruitment and retention). Three illustrations are appended (a sample letter of a freshman writing to a friend, a sample letter of a senior writing home, and some outcomes of college education). (SM)

ED 311 875 IR 013 994

Cohen, Moshe; And Others
Exemplary Educational Computer Use: Coping with Rapid Changes in Technology. Interactive Technology Laboratory Report #12.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Apr 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Computer Assisted Instruction; *Diffusion (Communication); *Educational Innovation; Elementary Secondary Education; Interviews; Naturalistic Observation; *Professional Recognition; Program Implementation; *Technology Transfer
IDENTIFIERS- California (San Diego County)
Over the past decade educational researchers and curriculum evaluators have dealt with the deviation between a specified educational program and its actual implementation. These differences have been referred to as a critical problem in both the achievement and the evaluation of a program's goals. The research reported here has explored the grassroots implementation of computer-use in classrooms as an alternative approach to program implementation. An ethnographic study of six exemplary elementary classrooms in the San Diego County (California) area found that successful implementation of computers was the result of the combined efforts of an enthusiastic teacher, who became the "computer expert," and a supportive principal, who in most cases did not know about computers but recognized their potential. These implementation efforts resulted in applications that were different from conventional uses, and were evaluated against heterogeneous criteria of success. Diversity in the implementation of computers in education was found to be a useful mechanism for coping with the rapid rate of change in computer technology. The grassroots introduction of computers required extensive efforts on the part of the teachers involved and resulted in the recognition of their academic effort by colleagues. If the implementation of computers had followed the traditional top-down hierarchical approach, it could not have kept abreast of rapid technological changes and might have become overly constrained in its application. (23 references) (Author/GL)

ED 311 889 IR 014 015

Melton, Reginald F.
Course Design and Development Techniques Used in Distance Teaching and Assessment Procedures Used in Distance Teaching. ZIFF Papiere Nr. 12.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Feb 77
NOTE- 25p.; Papers presented to the Fachbereich Erziehungswissenschaften and the Zentrales Institut fur Fernstudienforschung (Hagen, West Germany, December 17, 1976).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Objectives; Course Evaluation; *Distance Education; Foreign Countries; Formative Evaluation; Higher Education; Instructional Design; *Instructional Development; *Item Analysis; Open Universities; *Student Evaluation
IDENTIFIERS- *Fernuniversitat (West Germany)
The two conference papers comprising this document address course development and assessment procedures used in distance education at the West German Open University. The first paper, on course design and development techniques used in distance teaching, reviews some of the techniques of course evaluation and course design that have been used in the Open University and emphasizes the importance of the relationship between the two. It starts by discussing methods used in the Open University's Science Foundation Course to strengthen this relationship, and concludes with a specific example of how a particular design prescription might be modified in the light of information collected. The second paper, on assessment procedures used in distance teaching, reviews some of the procedures that have proved to be of value in developing assessment material, primarily for grading purposes. The paper begins by stressing the need to identify the purpose behind any form of assessment used, and discusses the type of anomalies that can arise if this is not done. It then addresses the role that item analysis and behavioral objectives play in the development of assessment material. Each paper includes references. (GL)

ED 311 904 IR 052 896

Evaluation of EUDISED: Extract from the Report on the 55th Session of the Council for Cultural Co-operation.
Council of Europe, Strasbourg (France).
PUB DATE- 18 Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Cost Effectiveness; *Database Producers; *Databases; Educational Research; Foreign Countries; *Information Networks; International Cooperation; *International Programs; Online Systems; Program Evaluation; *Shared Resources and Services; Thesauri
IDENTIFIERS- *Council for Cultural Cooperation (France); Europe (West); *European Documentation and Information System

This brief collection of excerpts includes an evaluation of EUDISED (the European Documentation and Information System for Education) by three members of the Council for Cultural Cooperation (CDCC) and proposes a five-step plan for action; outlines the merits of EUDISED, mentioning the expected rise in the number of contributions to the database from national agencies; explores the political aspects of EUDISED, e.g., an increase in interest in Eastern European countries; and discusses the need to define future policy. Comments and observations of the system by the 18 delegations--with the exception of Denmark--conclude that a renewed effort should be made to increase EUDISED's usefulness as a European information and research source. Denmark indicated that the database should be abandoned in favor of a network of national databases not restricted to educational research information. All delegations supported the EUDISED thesaurus. The CDCC encouraged participating countries to regularly supply current and broad-based data for inclusion in the database and to increase marketing efforts for EUDISED and instructed the Secretariat to assemble a 3-year action plan and research project on data collection, processing, and dissemination related to EUDISED. A record of the votes on priorities granted to the activities of the CDCC program and a list of the participants in the meeting are appended. (SD)

ED 311 919 IR 052 911

An Action Plan for a Federal-State Cooperative System for Public Library Data.
National Center for Education Statistics (ED), Washington, DC.; National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE- Apr 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Databases; *Federal State Relationship; Information Systems; Library Materials; Library Services; *Library Statistics; *National Surveys; *Public Libraries; State Libraries

In 1988, the National Center for Education Statistics (NCES) and the National Commission on Libraries and Information Science (NCLIS) created a task force with representatives of the two federal agencies and of national and state organizations to plan a program for the annual comprehensive national collection of public library data. This action plan provides the basis for the first national education survey to be reported, edited, and tabulated completely in machine-readable form. This report presents: (1) a summary of the action plan; (2) actions needed to create and operate the new system; (3) Congressional authorization and appropriations for the new system; (4) the task force (5) background information; (6) a rationale for the program; (7) the components of the action plan (establishing a universe file of all U.S. public libraries; the 41 data elements in the bank of information; definitions and standards for the data; data collection and reporting; analysis and publication of data; training programs for participants, strategies and resources, and state data coordinators; general recommendations; and information about state library agencies); and (8) the federal state partnership, including state participation in the system and requirements for full participation and effective operations. A list of abbreviations used and sources of information on the new cooperative system are also provided. The four appendices, which include a copy of the survey instrument and technical information about the programs, make up more than half of the report. (SD)

ED 311 934 IR 052 933

A Guide to Intellectual Property Protection, Third Edition.
Minnesota Small Business Assistance Office, St. Paul.
SPONS. AGENCY- Minnesota State Dept. of Energy and Economic Development, St. Paul.
PUB DATE- Aug 88
AVAILABLE FROM- Minnesota Small Business Assistance Office, 900 American Center, 150 East Kellogg Blvd., St. Paul, MN 55101 (free while supply lasts).
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Copyrights; *Entrepreneurship; *Intellectual Property; Inventions; *Legal Problems; *Patents
IDENTIFIERS- Fair Use; *Trademarks; Trade Secrets

Protecting an idea is often a difficult process. Some ideas and inventions cannot be protected, while others are eligible for only narrow or partial immunity from potential competition and imitation. Obtaining even minimal protection can often be expensive, time consuming, and ultimately result in uncertain or even negative benefits to the inventor. This report was prepared to familiarize the inventor, creator, or developer of a new idea with the basic legal framework that is available to protect the idea and the products that result from it. More importantly, it is designed to help the inventor decide which, if any, type of protection is available for a particular idea, and whether such protection is worth obtaining. Each of the four types of intellectual property protection--i.e., patent, copyright, trademark, and trade secret--is discussed in a separate section. The issues addressed include requirements for patentability, components of patent applications, information about examination of the patent by patent officers, practical considerations, enforcement of patent rights, trademark infringement, and fair use. The final section provides answers to 24 commonly asked questions about intellectual property protection. (SD)

ED 311 947 JC 890 449

Clagett, Craig A.
The Presentation and Interpretation of Data to Management.
PUB DATE- 20 Oct 89
NOTE- 15p.; Paper presented at a Regional Conference of the Southern Association for Institutional Research/Society for College and University Planning (Durham, NC, October 19-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Data Analysis; *Graphs; *Information Dissemination; Institutional Research; *Layout (Publications); *Research Reports; *Research Utilization; *Tables (Data); Two Year Colleges

Designed to help institutional researchers transform data into useful information, this paper discusses principles for presenting research results to administrators in the top levels of management. The first section describes ten fundamental principles of data presentation: knowing what information is needed; knowing when the information is needed; matching the format to the sophistication and preferences of the audience; focusing on only one or two issues in each presentation; including a brief summary; keeping the language simple; using graphics sparingly and correctly; integrating tables into the text; occasionally using mnemonics or analogies to make points; and repeating major findings in subsequent communications. The next section compares the value of graphs and charts, arguing that the decision to present information in tables as opposed to graphs must depend upon what the user wishes to accomplish. Next, criteria for designing effective tables are discussed, including the importance of making the table self-explanatory and unambiguous, specifying all sources and units, making sure the arrangement facilitates logical analysis, rounding numbers to significant digits, and ranking rows and columns by size of numbers instead of alphabetically. Next, several principles to ensure that graphics tell the truth about data are presented, including keeping the representation of numbers in graphs directly proportional to their actual numeric value; labeling graphs clearly and thoroughly; showing data variation as opposed to design variation; and refraining from quoting data out of context. Finally, the paper reviews various types of graphic presentations, concluding that horizontal bar and line/column charts are generally more effective than pie charts, segmented bars and graphs, or three-dimensional graphs; and recommending caution in the use of pictorial and logarithmic charts. The paper focuses on the fundamental principles of written reports and oral presentations. In conclusion, the paper hopes to improve the effectiveness and reputation of institutional research through stimulating self-examination. (JMC)

ED 311 961 JC 890 466

Hagan, G. W.
A Strategy for Innovative Teaching.
PUB DATE- 89
NOTE- 14p.; Background paper for a session of the Annual Conference of the Association of Canadian Community Colleges, "Renaissance: Innovations in Education" (Regina, Saskatchewan, May 29-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; Community Colleges; *Computer Science Education; *Curriculum Development; Economic Factors; *Educational Needs; Employment Patterns; *Instructional Development; Instructional Innovation; Labor Market; Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Mohawk College ON

Within the context of a discussion of the challenges facing Canadian higher education, this paper reviews some of the innovative approaches to student retention, curriculum development, and modularization in use at Mohawk College in Ontario. After stressing the need for innovation in advanced technological education in Canada, the paper offers an overview of the effects of new technologies on employment and employers' needs for workers skilled in reading, mathematics, problem solving, and interpersonal relations. Next, economic challenges facing Canada are examined, highlighting the country's poor record in the development and adoption of new technology, international trade imbalances, and changes in student characteristics that complicate the task of developing human resources through education. Arguing against current educational models that parallel the competitive nature of the business world, the paper advocates cooperation among and between students and faculty. The next section briefly describes some innovative practices used in Mohawk College's new, modularized two-year program in systems analysis/design and programming languages, including: (1) an emphasis on students' problem-solving and writing skills; (2) course assignments that promote active learning and student responsibility for learning; (3) assignments that force students to produce original work and discourage cheating; and (4) the use of student teams in large systems analysis/design projects. A sample course assignment is described. Finally, the paper stresses the importance of continuing innovation in Canadian higher education. Twenty-three endnotes are attached. (VVC)

ED 311 974 JC 890 479

Kistler, K.; And Others
Guidelines for Curriculum Development. Revised.
College of the Redwoods, Eureka, Calif.
PUB DATE- Jun 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Academic Standards; *College Curriculum; College Planning; Committees; Community Colleges; *Course Content; *Curriculum Development; Guidelines; Two Year Colleges

The curriculum development process explained in this booklet was first implemented at College of the Redwoods in May 1986 and then revised in June 1989. First, information on the college's Curriculum Committee is provided, indicating that the committee was formed to plan credit/non-credit courses; evaluate and approve additions, modifications, or deletions to the curriculum; and assist in the development and planning of the overall and long-range curriculum services of the college. Details are provided on the committee's membership, terms of office, function, procedures for completing and routing forms for course approval, timelines, restrictions, and policies. Attachments include the following forms, standards, and guidelines: (1) the Curriculum Proposal Form, with accompanying guidelines; (2) a credit course outline; (3) a form requesting course exemption from certain academic policies; (4) a noncredit course outline; (5) a checklist of standards and criteria for degree-applicable and nondegree-applicable credit courses; (6) standards and criteria for noncredit courses; (7) an approved taxonomy of programs; (8) guidelines for independent study courses; (9) guidelines for the substitution of associate of science degree requirements; and (10) a copy of the college's policy on course repeats. (VVC)

ED 311 988 JC 890 494

Attitudes about American Colleges.
Gallup Organization, Inc., Princeton, N.J.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.
PUB DATE- Aug 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adults; College Instruction; Colleges; *Educational Attitudes; *Educational Quality; *Higher Education; National Surveys; *Public Opinion; Questionnaires; *School Effectiveness; Student Costs; Telephone Surveys; Universities

In July 1989, a national telephone survey was conducted by the Gallup Organization to assess the attitudes and perceptions of a nationally representative sample of adults about American colleges. A total of 1,253 telephone interviews were conducted. Study findings included the following: (1) 38% of the respondents gave higher education a grade of "B," 35% gave it a "C," 6% thought it deserved an "A," and 10% gave a "D" or "F" grade; (2) 55% of the respondents gave the colleges an "A" or "B" for conducting scientific research, and 49% gave "A" or "B" grades for providing equal opportunity to succeed; (3) 39% of the respondents believed that what a person gets out of college over a lifetime is worth more than what he or she pays for attending college, but 22% felt that a college education today is not worth the cost of attendance; (4) 45% believed that all people, regardless of race, have equal access to a college education, but nearly an equal percentage believed that a person's race makes it harder for that person to gain access to a college education; and (5) women were more likely than men to feel that working with parents and community groups, increased counseling, more minority scholarships, and hiring more minority faculty were extremely important ways in which colleges can improve access to all high school graduates. The survey instrument and a news release summarizing findings are attached.) (JMC)

ED 311 611 EC 212 830

Shortages in Special Education and Related Services Reported in the University of Maryland Surveys, 1982-83 and 1985-86. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Nov 88

NOTE- 8p.; Prepared by the Supply/Demand Analysis Center. For related document, see ED 244 428. Tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Ancillary School Services; *Disabilities; Elementary Secondary Education; Employment Opportunities; National Surveys; Occupational Therapy; *Personnel Needs; Physical Therapy; Preschool Education; Special Education; *Special Education Teachers; Speech Therapy; *Teacher Shortage

This document extracts information from two studies conducted by the Institute for the Study of Exceptional Children and Youth at the University of Maryland. The studies dealt with personnel shortages in special education and related services. The first study, by J. Smith-Davis, P. J. Burke, and M. M. Noel, gathered data for 1982-83. It reported that 22 of 54 jurisdictions (including states, territories, and the District of Columbia) experienced personnel shortages well into the school year. Only one state reported no category of shortage. The most universal shortages appeared in such services as occupational therapy, physical therapy, speech/language/communication, and emotional disturbance/behavior disorder. The second study, by M. J. McLaughlin, J. Smith-Davis, and P. J. Burke, focused on the 1985-86 period. It found that the most frequently noted shortage areas were in the same fields as in the 1982-83 study. In follow-up interviews, survey respondents in 14 jurisdictions indicated improved conditions over the 1982-83 situation, 13 reported worsening shortages, and the remainder reported no change. Two tables are included which indicate the areas in which personnel shortages exist, by jurisdiction and by 23 categories of special education services. (JDD)

ED 311 813 HE 022 904

DCE Student Profile: A Report on the Results from the Division of Continuing Education Student Survey. Massachusetts Public Higher Education.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- Sep 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; College Students; *Continuing Education; Demography; Distance Education; Higher Education; Institutional Research; Public Colleges; *Student Characteristics
IDENTIFIERS- *Massachusetts

A comprehensive profile of the Division of Continuing Education (DCE) undergraduate students enrolled in credit courses at Massachusetts public colleges and universities is presented. Information is included in the categories of: overall profile of DCE students; profile of university DCE students; profile of state college DCE students; profile of community college DCE students; and summary profiles. According to the responses to the survey of such students: 55.8% of the DCE students are women; 43.4% are 30 years old or older; 89.2% of the students are white; 70.4% pay for their college courses with their own salary; 91.9% are employed; the median personal income is $15,000-$19,999 per year; 76.9% are primarily enrolled as continuing education students and do not take any classes during the day (91.2%); on the average, DCE students have completed at least some college courses and have earned 10-19 college credits beyond their last degree by the spring semester; most of them are planning to attain a college degree; and the major factors influencing them to pick the college they attend are convenient location, affordable cost, availability of a specific course of study, and convenient dates and times of classes. An appendix provides the following information: survey response rate and responses to continuing education student survey (general information; methods of financing, employment status, and education). (SM)

ED 311 860 IR 013 979

Schlenker, Richard M.
Using AppleWorks V2.0 To Format Data Disks for Use with the Apple IIgs Computer. Edition Two.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Floppy Disks; Microcomputers
IDENTIFIERS- Apple IIgs; *AppleWorks
This step-by-step guide to using AppleWorks V2.0 to format data disks for use with the Apple IIgs computer covers (1) program loading; (2) selecting the add files menu; (3) selecting a different disk; (4) selecting disk 1; (5) returning to the main menu; (6) selecting other activities; (7) disk formatting; (8) volume naming; (9) using drive 1; (10) formatting; (11) using screen directions; (12) exiting the format option; (13) escaping the other activities option; and (14) information storage. Thirteen sample screen displays are included to illustrate the steps. (MES)

ED 311 628 EC 221 034

Clinkenbeard, Pamela R.
Motivation, Competition, and the Goals of Gifted Education: New Directions for Investigation.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competition; *Educational Philosophy; Elementary Secondary Education; *Gifted; Goal Orientation; Research Needs; *Self Concept; Student Educational Objectives; *Student Motivation
The paper examines the relationship between the educational environment and the gifted student's motivation. It argues for less use of competition as a motivator, and suggests future research directions. The argument against employing competition as a motivator is based upon the premise that development, cognitive, social-emotional, and moral, should be the aim of education for all students and that following this goal will lead toward maximum use of the gifted student's intellectual powers. Individualistic and competitive goal structures correspond to the psychological states of task-involvement and ego-involvement. The competitive atmosphere fosters a state of ego involvement in which feelings of self-competence depend on being able to beat others, whereas the individualistic environment induces task involvement in which learning is seen as an end in itself and feelings of competence are found in personal improvement. It is possible that competition may serve not as a motivator but as a distraction when a gifted student is working on an appropriately challenging task. Research is needed on the impact of competition on achievement and on the impact of gender differences on the motivating force of competition. (DB)

ED 311 738 FL 018 186

Ramsey, Cynthia, Ed.; Lopez, Trinidad, Ed.
ESL: The Whole Person Approach.
National Inst. for Multicultural Education, Albuquerque, N. Mex.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington DC.
PUB DATE- 89
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; English (Second Language); Hispanic Americans; Instructional Materials; Limited English Speaking; Material Development; Second Language Instruction; *Sex Bias; *Sex Fairness; *Teacher Education
IDENTIFIERS- *Chicanas; *Whole Language Approach
This guide provides a model for training teachers of limited English proficient (LEP) students of Hispanic origins to eliminate sex bias in English-as-a-Second-Language (ESL) materials and teaching approaches. Although the guide aims primarily at the educational and personal empowerment of LEP Hispanic girls, it is also intended to assist in removing sex bias from the bilingual multicultural curricula in which ESL is taught to both female and male Hispanic students. The guide may also be used as a model for developing materials and activities suitable for use with other racial, ethnic, or linguistic groups. An introductory section describes the purpose, goals and objectives, target population, and defines ESL. Part 1 consists of three essays on multicultural education, a humanistic approach to language teaching fo sex equity, and feminism in this cultural context (Chicana feminism). The second part outlines two workshops. The first workshop provides an orientation to the component parts of the Whole Person Approach to ESL teacher training, and includes 12 related activities. The second workshop familiarizes participants with criteria for the Whole Person Approach to ESL, and includes four activities. A list of United States publishers of Hispanic books and a brief supplementary bibliography ar appended. (MSE)

ED 311 784 HE 022 825

Cole, Johnnetta B.
The Education and Endowment of Black Women.
Association of Black Women in Higher Education, Inc., Albany, NY.
PUB DATE- May 88
NOTE- 13p.; Paper presented at the Anniversary Conference of the Association of Black Women in Higher Education, Inc. (10th, New York NY, May 6, 1988). A longer version of this paper was presented at Hunter College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black History; *Black Leadership; *Blacks; Black Studies; Equal Education; *Females; Higher Education; *Racial Bias; *Sex Bias *Womens Education; Womens Studies

The struggle and achievements of Black women in American society are described, emphasizing the distance that Black women still have to go to achieve equality. It is argued that education is the most consisten and obtainable means for the empowerment of Black women. The education that is advocated is one in which the conditions of Black women are acknowledged and analyzed, as well as the realities of other peoples, times and places. It is felt that the empowerment of Black women requires the kind of education where the goal is more than the advancement of an individual; it is an education that moves toward changing the conditions of our communities, people, nation and world. The curriculum of such an education must fully address the complexitie of Black women's lives. Black women should be educated for leadership, with an emphasis on leadership as service to others. (KM)

ED 311 581 EA 021 352

Shute, R. Wayne; And Others
Implications of Preparing School Administrators: Mentoring.
PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Higher Education; *Mentors; Modeling (Psychology); *Professional Development; *Role Models; School Districts
IDENTIFIERS- Brigham Young University UT; Utah
The deterioration of the American public education system is not related to current teacher and administrator commitment; rather, there is a philosophic confusion about what the educational system can and should do for pupils and about the role that school administrators should play within that system. The essential reform necessary today is the evolution of schools into places that stimulate learning: places where the mind is not just a catalogue and where individuals can thoughtfully find and make meaning. The relevant school principal role is one of developing the thoughtful mind. Innovative programs to prepare principals for this role include internships under mentor principal guidance and genuine cooperation between universities and school districts. One such program, the Leaders Preparation Program (LPP) implemented in 1986, began as a collaborative arrangement between five Utah shool districts and the College of Education at Brigham Young University; today, 16 Utah school districts participate, and program graduates are highly sought as administrative applicants throughout the state. Current observations of four LPP interns and four Utah Valley mentor principals, conducted by three university department members and three graduate students, raise questions that indicate promise of improvement for administrator preparation programs. (28 references) (KM)

ED 311 597 EA 021 376

Sweeney, James
The Supervisory Conference--Being the Best You Can Be.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Oct 89
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50; quantity discounts).
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Collected Works - Serials (022) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; *Administrators; *Communication Skills *Conferences; Elementary Secondary Education; *Supervision; *Teacher Supervision
IDENTIFIERS- *Supervisory Conferences
The supervisory conference presents an opportunity to stimulate growth and to improve performance despite the threat, in some cases, to self-esteem and job security. This document identifies the conflicting but challenging purposes of supervisory conferences and presents suggestions for setting up the supervisory conference through a preconference. (10 references) (KM)

ED 311 644 EC 221 051

Scheid, Karen

Cognitive and Metacognitive Learning Strategies--Their Role in the Instruction of Special Education Students. The Instructional Methods Report Series.

LINC Resources, Inc., Columbus, Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
AVAILABLE FROM- Information Center for Special Education Media and Materials, LINC Resources, Inc., 4820 Indianola Ave., Columbus, OH 43214 ($10.00).
NOTE- 57p.; Prepared by the Information Center for Special Education Media and Materials. For related document, see EC 221 052.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Educational Media; Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Learning Strategies; *Metacognition; Program Development; *Research and Development; Teacher Role; *Theory Practice Relationship

The report examines key questions surrounding cognitive and metacognitive strategy instruction for disabled learners as a concept and in practice. The first three sections provide background information about cognitive and metacognitive strategies by defining terms, by discussing their relevance to special education populations, and by summarizing research. Section 4 illustrates how strategy instruction might be applied by highlighting three varied approaches that have been used with children with learning problems. Sections 5, 6 and 7 address issues that directly relate to implementing strategy teaching in the classroom. Section 5 discusses program components that are characteristic of successful strategy interventions. Section 6 focuses on the pivotal role of the teacher, and Section 7 discusses how media and materials can help teachers teach and students learn strategies. Appended are a sample record from the Information Center for Special Education Media and Materials database and an extensive bibliography. (DB)

ED 311 660 EC 221 075

Mittler, Peter
International Trends in Special Education of Persons with Intellectual Disabilities.
PUB DATE- Sep 88
NOTE- 6p.; Paper presented at the World Congress of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attendance; *Developing Nations; Educational Change; *Educational Objectives; *Educational Trends; Elementary Secondary Education; Lifelong Learning; Mainstreaming; School Policy; *Severe Mental Retardation; *Special Education
This presentation explores international trends and needed changes in the education of persons with severe intellectual disabilities. One goal is to have all children attend school, no matter how severe their disabilities. Though low percentages of disabled children from developing countries attend school, some positive trends are identified such as implementing educational legislation and placing responsibility for the education of all disabled children with education ministries. As developing countries plan educational services for disabled children, the benefits of mainstreaming must be weighed against the reality of overcrowded schools, inadequately trained teachers, and a curriculum that is not easily individualized. A responsible integration policy that results in real mainstreaming rather than "maindumping" would require support from teachers, specialists, the disabled child's family, other children, and the community. Another goal of special education for people with intellectual disabilities involves helping them to learn and to take advantage of opportunities for life-long continuing education. (JDD)

ED 311 690 FL 018 006

Dreyfus, Dan; Willetts, Karen
Spanish Courses for Spanish Speakers: Partial Listing of Programs. and Spanish Materials Being Used in Courses for Native Spanish Speakers at the Secondary Level. CLEAR Materials Resource Series, Numbers 3 and 5.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88

NOTE- 12p.; For documents in this series, see FL 018 004-005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Course Descriptions; Curriculum Guides; Elementary Education; *Language Arts; Language of Instruction; *Native Language Instruction; *Resource Units; School Districts; Secondary Education; *Spanish
IDENTIFIERS- United States
Two numbers of the CLEAR Materials Resource Series that both deal with teaching Spanish to native Spanish speakers have been combined. Number three provides a brief description of the courses and curricula developed by various school districts for the teaching of Spanish language arts to native speakers of Spanish at the elementary and secondary levels. Both commercially and locally developed materials are included, and availability information and contact people for each program are specified. Number five provides a bibliography of Spanish materials used in courses for native speakers of Spanish at the secondary level in ten high schools in the United States. Each citation includes author, title, copyright date, and publisher information. (DJD)

ED 311 707 FL 018 057

Saxon, Leslie
Control and Agreement in Dogrib.
PUB DATE- Sep 84
NOTE- 14p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (1st, Columbus, OH, September 28-30, 1984). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athapascan Languages; *Form Classes (Languages); *Grammar; Language Research; Linguistic Theory; *Phrase Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Dogrib (Language); *Reflexives
A study of Dogrib, an Athapascan language, focuses on long-distance agreement in the case of reflexives. While this "control" relationship has generally been considered in the context of infinitives, it is proposed that evidence from long distance agreement in Dogrib indicates that control is also relevant for languages without non-finite verb forms. It is also argued that control facts in Dogrib provide evidence for empty noun phrases, contrary to previous analysis. (MSE)

ED 311 723 FL 018 165

Berney, Tomi D.; Alvarez, Rosalyn
Park West High School Vocational and High School Equivalency Bilingual Program, 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 30p.; For the 1986-87 report, see ED 298 779.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; English (Second Language); Federal Programs; *High School Equivalency Programs; High Schools; Job Training; *Limited English Speaking; Mainstreaming; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Effectiveness; *Program Evaluation; Science Instruction; Social Studies; Staff Development; *Transitional Programs; *Vocational Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education
In its fifth and final year of federal funding, the Vocational and High School Equivalency Program at New York's Park West High School served 254 students in grades 9-12. The program's purpose was to help students of limited English proficiency develop English language skills while receiving occupational training after school. The transitional program functioned as a minischool within the high school, providing the same overall job and career orientation offered to mainstream students. Students received instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual instruction in mathematics, science, and social studies. The program also provided activities for parent involvement and staff development. It met its objectives in ESL and attendance. Data were insufficient to determine whether it met its NLA objective. The mainstreaming objective was not met. Recommendations for improvement include efforts toward increased communciation between bilingual and mainstream program staff, creation of an ESL/foreign language department, hiring of a full-time guidance counselor and full-time family assistant, and acquisition of equipment for program staff. (MSE)

ED 311 754 HE 022 558

Instructional Locations away from the Main Campus. Fall 1988. State University of New York. Report Number 16-89.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Apr 89
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Demography; Educational Facilities; Enrollment Trends; Extension Education; Higher Education; *Institutional Characteristics; *Off Campus Facilities; *Satellite Facilities; State Surveys; *State Universities
IDENTIFIERS- *State University of New York

Comprehensive information about off-campus instructional locations of the State University of New York (SUNY) is presented. REsults of the Instructional Locations away from the Main Campus Survey, Fall 1988, are summarized. Five tables are: summary data on the 409 instructional locations away from the main campus that were reported; detail data by institution on each of the reported 409 instructional locations; details on 46 instructional locations away from the main campus which meet New York State Education Department (NYSED) requirements for branch campuses, interinstitutional programs or exceptions by offering complete academic programs leading to a certificate or degree; 24 locations which meet the NYSED requirements for extension centers or interinstitutional centers; and the 339 locations which currently meet the NYSED requirements for extension sites of interinstitutional sites. Results include the following: there were 47,486 registrations in 3,110 courses during the fall 1988 term; 145 of the locations are at least 4 years old, 105 are over 10 years old, and 21 are over 20 years old; and of the 2,673 faculty members teaching at all locations, 1,854 are employed at the main campus. Two appendices provide a map of State University institutions and dates of establishment of SUNY institutions. (SM)

ED 311 769 HE 022 699

Wiener, Harvey S.; And Others
1987 Prefreshman Summer Program. An Evaluation Report.
City Univ. of New York, N.Y.
PUB DATE- Jan 88
NOTE- 27p.; For a related document, see HE 022 698.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); *Basic Skills; *College Bound Students; *College Freshmen; College Preparation; Educational Quality; Higher Education; High School Graduates; High Schools; Language Skills; Mathematics Skills; Reading Skills; Skill Development; *Student Development; *Summer Programs; Writing Skills
IDENTIFIERS- *City University of New York
A report of the results of the City University of New York's 1987 Prefreshman Summer Program is presented. The 6-week summer program offers instruction to prefreshmen in one or more of the basic skills of reading, writing, and mathematics. Small-group instruction, peer tutoring, and counseling are available. Statistics indicate the following: for the third consecutive year, program enrollments have dramatically increased (up nearly 200% in 1987); enrollment of English-as-a-Second-Language (ESL) students was up more than 300% in 1987; program completion rates showed over 90% of the 2,705 participants completed the program and subsequently enrolled as freshmen; over 62% of the ESL students progressed in reading and 64% in writing; and most students completed basic skills requirements prior to their freshman year, increasing the likelihood of continuing academic success. Eleven recommendations include: plan and execute recruitment activities as early as possible; develop comprehensive ESL instructional components; use instruction in computer skills and study strategies as much as possible; emphasize flexible scheduling; and structure faculty development programs in advance. Contains 5 references. (SM)

ED 311 828 HE 022 920

Groennings, Sven
The Impact of Economic Globalization on Higher Education. A Regional Project on the Global Economy and Higher Education in New England. Staff Paper Number III.
New England Board of Higher Education, Boston, MA.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Dec 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Change Strategies; *Educational Economics; *Educational Planning; Foreign Policy; Foreign Students; *Global Approach; *Higher Education; *International Cooperation; Liberal Arts; Public Policy; Regional Planning; Second Language Learning; Study Abroad; World Affairs
IDENTIFIERS- *Economic Competitiveness; *New England
The third document in a series of special papers released by the Project on the Global Economy and Higher Education in New England is presented. The paper examines the causes and manifestations of change toward internationalization at New England colleges and universities and the extent to which change is linked to the coming of the global economy. Information is in two sections as follows: (1) the impact of economic globalization on higher education: the quickening internationalism of higher education; five causes of change; and (2) patterns of change in New England: comprehensive planning and integrative structures; the internationalization of business education; the liberal arts and economics; internationalization in the academic disciplines; foreign language and the area studies (the Asia phenomenon, other world areas, and reinforced interest in Canada); New England and the ocean; foreign students and study abroad, including internships abroad; and New England library resources. Two broad sets of findings emerge. One is that there is lively change along the international dimension at every one of the more than 40 institutions examined, indicating that internationalization is becoming one of the most powerful substantive developments in the history of American higher education. Another is that while both New England's economy and New England's colleges and universities are becoming increasingly more international, these developments have been on essentially parallel tracts, weakly connected. (SM)

ED 311 842 HE 022 943

Perlman, Daniel H.

Paradoxes of the Presidency.

American Association for Higher Education, Washington, D.C.
PUB DATE- Oct 89
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.50 per back issue).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; *College Administration; *College Presidents; Higher Education; *Leadership Qualities; Power Structure; Professional Autonomy

The many paradoxes of the profession of the college president are discussed, with focus on whether the presidency is a profession to which a person should aspire and can prepare. Some people feel the position of presidency should only be filled by people with a love of scholarship and the intellectual life. The expectation, especially at the more prestigious institutions, is that the best candidates will be reluctant to leave their scholarship or the satisfaction of other pursuits for anything as mundane and messy and manipulative as university management. A college or university president is suddenly thrust into a larger than life role and invested with great authority, but nowhere in the world of scholarship does a person learn how to be a public figure (though the position requires the skills of a political leader, corporate executive, and evangelist). Although the president is seemingly the person with the greatest power and authority in the university, he/she loses the power to speak off the record without others assuming that a message is being conveyed. It is a no-win situation when there is a weak president or presidency, but when it happens, the board of trustees moves in from one side and the deans from the other, and neither side really benefits. Once the board and deans become accustomed to the power, it is very hard to change their behavior, even by replacing the weak president. Before accepting the position of presidency, it is necessary to ask some ethical and practical questions and do some soul searching. It is important that a person's style as president be congruent with his/her personality. (SM)

ED 311 861 IR 013 980

Scriven, Bruce
Aspects of Distance Education in Europe and Canada. A Report on a Professional Experience Program, August 6 to December 5, 1988.
Brisbane Coll. of Advanced Education (Australia).
PUB DATE- 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Distance Education; Educational Innovation; *Electronic Mail; Faculty Development; Foreign Countries; Higher Education; *Institutional Cooperation; Instructional Development; Professional Recognition; *Telecommunications; Teleconferencing; Telephone Communications Systems
IDENTIFIERS- Audiographics; *Canada; *Europe (West)
A 17-week professional experience program was undertaken to enable a college professor to: (1) attend and present a paper at the 14th World Conference of the International Council for Distance Education (ICDE) in Oslo, Norway, in December 1988; (2) gain first hand information about innovations in the use of telecommunications in the delivery of distance education programs; and (3) examine ways in which cooperative arrangements between institutions and groups in the preparation and delivery of distance education courses have been, and are being, developed. The report, a summary of site visits in Canada, England, Scotland, and West Germany, includes a brief outline of the program; a summary of the conference; descriptions of some of the many communications technologies used to deliver distance education in some of the institutions visited; and descriptions of cooperative ventures undertaken by some institutions. Twelve appendixes, which constitute more than half of the report, include flyers and information bulletins from the institutions visited, and a paper--"The Use of Electronic Mail in Distance Education" (Bruce Scriven)--which was presented at the ICDE Conference. (GL)

ED 311 920 IR 052 912

Alabama Public Library Service Annual Report.
Alabama Public Library Service, Montgomery.
PUB DATE- 88
NOTE- 18p.; For the 1987 annual report, see ED 297 763.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Blindness; Children; Deafness; *Federal Aid; Library Automation; Library Personnel; *Library Planning; *Library Services; Physical Disabilities; *Public Libraries; Reading Programs; *State Aid; State Libraries
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

The Alabama Public Library Service (APLS) lists its duties, goals, and recent accomplishments in this 1988 annual report. Some of these duties and goals are: (1) administering grants for library development and state aid; (2) providing consultation for library automation; (3) researching and answering reference questions; (4) lending books from its special collections; (5) serving the specialized needs of handicapped citizens through the Regional Library for the Blind and Physically Handicapped; and (6) developing a summer reading program fo children. APLS also provides scholarships and continuing education money for library studies through the Library Services and Constructio Act (Titles I and III) and sponsors workshops for librarians throughou the state. Accomplishments are reported under the following headings: (1) Agency Services (i.e., reference, information dissemination, technical services, reading programs, and handicapped services); (2) Circulation; (3) Agency Publications (e.g., APLS catalogs, guides, and newsletters); (4) Continuing Education; (5) Financial Responsibilities (including a breakdown of the Titles I and III grants distribution); (6) Special Projects (e.g., telecommunications devices for the deaf); and (7) Agency Personnel (in which newly created positions are detailed). (SD)

ED 311 975 JC 890 481

Ternent, William A.

Applying Portfolio Evaluation Concepts to Educational Program Screening.

PUB DATE- Oct 89
NOTE- 20p.; Paper presented at the "Evaluation '89" Conference of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (fo Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Planning; Community Colleges; *Evaluation Criteri *Evaluation Methods; Institutional Research; *Program Effectiveness *Program Evaluation; Two Year Colleges

The portfolio approach to evaluation can be a useful method of screening and comparing educational programs in terms of their productivity and potential. In the field of investments, portfolio analysis consists of identifying the relative strengths of assets in terms of the dimensions of return and potential for growth. College programs can be assessed in similar ways. Productivity can be measured in terms of enrollment and capacity; yield measures of income and expense; and student retention rates. Potential can be measured in terms of current market demand, job placement, enrollment demand, graduation rates, and local and national employment opportunities. These measures can be expressed through the following equations: Productivity = Efficiency * Yield * Persistence; and Potential = Marke Demand * Job Field Trends. If customized to fit the values and environmental characteristics of the college, this approach can identify programs that should be evaluated in depth, and illuminate operating problems. Seven charts which illustrate the use of the portfolio approach to evaluate and compare 34 programs are included. (VVC)

ED 311 989 JC 890 495

Kliman, Bernice W.
A Time To Think about Shakespeare.
PUB DATE- 10 Nov 89
NOTE- 10p.; Presented at the Meeting of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Discussion Groups; *English Literature; *Faculty Development; *Group Experience; Inservice Teacher Education; Introductory Courses; Scholarship; *Teacher Improvement; Teacher Workshops; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY; *Shakespeare (William)
In June 1989, a study group was organized at Nassau Community College to encourage faculty to introduce the works of William Shakespeare in introductory literature courses. When the prospect of teaching Shakespeare to community college students was first considered, faculty expressed concern that their understanding of the issues surrounding Shakespearean studies was not current; that their time commitments would not allow them to update their knowledge; that their last attempts to teach Shakespeare had been unsuccessful; and that they needed assistance to branch out to more unfamiliar plays. The Shakespeare project was initiated to address these concerns. The first part of the project was the formation of a study group, which met for over 60 hours in June 1989. Each week, a Master Mentor directed the study of a different play. The participants were placed in the position of students and assigned individual and group tasks. For example, during the first week, the study group was divided into four smaller groups, who were each assigned scenes from "Hamlet" to perform in any way they chose. Intense discussions arose from the choices and interpretations of the groups. After the scenes were performed and discussed, the Master Mentor raised "essential" questions about the play that had no definitive answers, entering into discussions with information and his own interpretations only as appropriate. As a result, many instructors used the discussion group approach in their classes, having students perform scenes and raising similar kinds of open questions. (JMC)

ED 311 612 EC 212 833

Lauritzen, Paul
The Measurement of Personnel Needs in Special Education. Information c
; Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 7p.; Compiled by the Supply/Demand Analysis Center on the basis of a document from the Federal CSPD Assessment Project, University o Wisconsin-Whitewater.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Disabilities; Educational Planning; Elementary Secondary Education; Models; *Needs Assessment; *Personnel Needs; Preschool Education; Recruitment; Special Education; *Teacher Shortage

This paper presents a methodology for assessing the teacher shortage in special education. The approach analyzes data on newly hired teachers from four categories: teachers trained out of state, experienced teachers returning or transferring, teachers newly trained in-state, and teachers on newly issued emergency licenses. These data can be obtained from a state certification/employment computerized dat file. States can determine their personnel needs by examining the tota number of new hires from the previous year and using that number to project needed personnel. The teacher shortage can then be ameliorated by increasing the availability of new hires. The model outlines factor which impact on the recruitment of personnel, reasons for the shortage of teachers in special education, and strengths and limitations of thi approach to projecting personnel needs. (JDD)

ED 311 676 EC 221 094

Zero to Three: Bulletin of the National Center for Clinical Infant Programs. Volume VII, Nos. 1-5, September, 1986-June 1987.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Jun 87
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th St., N.W., Suite 912, Washington, DC 20005 ($18.00 per year).
NOTE- 150p.; For volumes 8 and 9, see EC 221 095-096.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Autism; Child Abuse; Child Development; Child Neglect; Crisis Intervention; *Day Care; *Disabilities; *Early Intervention; Federal Legislation; *High Risk Persons; Individual Differences; *Infants; Low Income Groups; Parent Child Relationship; Parent Education; Play; Preschool Education; Psychotherapy; Therapy

Five bulletins of the National Center for Clinical Infant Programs include articles with the following titles and authors: "Infant Day Care: A Cause for Concern?" (Jay Belsky); "Model versus Modal Child Care for Children from Low-Income Families (Donna Wittmer); "Therapeutic Childcare at Merrywood School" (Maxine Siegel); "Individual Differences in Infants" (Lois Murphy et al.); "The 'Gourmet Baby' and the 'Little Wildflower'" (Edward Zigler and Mary Lang); "Infant-Parent Psychotherapy with an Autistic Toddler" (Barbara Kalmanson and Judith Pekarsky); "Parent Training with Young Autistic Children: A Report on the LEAP Model" (Philip Strain); "Point of View: Commenting on P.L. 99-457" (Linda Gilkerson et al.); "Selective Review of Infant Day Care Research: A Cause for Concern!" (Deborah Phillips et al.); "Risks Remain" (Jay Belsky); "Infant Mental Health and Child Abuse and Neglect: Reflections from an Infant Mental Health Practitioner" (Jeree Pawl); "Doll Play of Failure to Thrive Toddlers: Clues to Infant Experience" (Claire Haynes-Seman and Joan Suzuki Hart); "Abuse and Neglect in the Earliest Years: Groundwork for Vulnerability" (Brandt Steele); "Psychotherapy of the Violent Offender: A Recapitulation of Infant Development" (H. Joseph Horacek); "The Effectiveness of Crisis Intervention in Working with a Young Mother and Her Four Preschool Children" (Sarah Landy); "The Application of a Transactional Risk Model to Intervention with Multi-risk, Maltreating Families" (Dante Cicchetti and Sherre Toth); and "Toward Tenacity of Commitement: Understanding and Modifying Institutional Practices and Individual Responses that Impede Work with Multi-problem Families" (Barbara Fields). Issues typically also include publication reviews, program notes, and conference information. (DB)

ED 311 799 HE 022 855

Current Issues in Catholic Higher Education. College, Country, Church. 1789-1989. Vol 10, Number 1. Summer 1989.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Association of Catholic Colleges and Universities, Suite 650, One Dupont Circle, Washington, DC 20036 ($4.50).
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Freedom; Catholic Educators; *Catholic Schools; *Church Related Colleges; *Church Role; College Role; Educational History; Higher Education; International Educational Exchange; *Private Colleges; Religious Education; Single Sex Colleges; Womens Education

A collection of papers on current issues in Catholic higher educatio is presented. Papers are as follows: "Introduction" (Alice Gallin); "Changing and Remaining the Same: A Look at the Record" (Philip Gleason); "Catholic Women's Colleges: A Review of the Record" (Karen M Kennelly); "A Weight to Our Establishment: Georgetown University and the Republic" (R. Emmet Curran); "Reflections: The Importance of the International in Catholic Higher Education" (Theodore M. Hesburgh); an "Bicentennial History of the Catholic Church in the United States" (Patrick H. Samway). Papers from the 1989 Annual Meeting of the Association of Catholic Colleges and Universities are also included: "Disciplined Inquiry: A Catholic Reflection on Academic Freedom" (William J. Byron); "Response" (James J. Annarelli); "Response" (James L. Heft); and "The Hesburgh Award: A Response" (Sally M. Furay). (SM)

ED 311 876 IR 013 995

Levin, James A.; And Others
Education on the Electronic Frontier: Teleapprentices in Globally Distributed Educational Contexts. Interactive Technology Laboratory Report #14.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- 87
NOTE- 9p.; For related documents, see IR 013 990-991, IR 013 996, and ED 303 155.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Cooperative Learning; Higher Education; High Schools; Junior High Schools; *Learning Strategies; Microcomputers; Pilot Projects; *Problem Solving; Science Instruction
IDENTIFIERS- *Intercultural Learning Network; Israel; Japan; Mexico; Teleapprenticeships; United States
The instructional media created by microcomputers interconnected by modems to form long-distance networks present some powerful new opportunities for education. While other uses of computers in educatio have been built on conventional instructional models of classroom interaction, instructional electronic networks facilitate a wider use of apprenticeship education, in which students learn skills and acquir knowledge in contexts similar to those in which they will be used. To investigate these possibilities, an instructional electronic network (the Intercultural Learning Network) interconnecting students and teachers in the United States, Mexico, Japan, and Israel has been developed. For one project conducted in this network, students tackled a problem in their own community, the problem of the shortage of water By addressing a problem shared across the different locations, student learned to transfer solutions used elsewhere to their own problems. They also acquired science concepts in an instructional setting that provided dynamic support for the acquisition of problem solving skills This study raises a challenge to education: that the dominant form of instruction could become "teleapprenticeships." In this form of instruction, students would participate in globally distributed electronic problem solving networks, jointly tackling problems with other students, with teachers, and with adults outside the school. (9 references) (Author/GL)

ED 311 890 IR 014 019

Keegan, Desmond J.
On the Nature of Distance Education. ZIFF Papiere 33.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Nov 80
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Correspondence Study; *Distance Education *Educational Media; *Educational Technology; Foreign Countries; Global Approach; Higher Education; Instructional Design; *Instructional Materials; Models; Multimedia Instruction; *Social Environment; Staff Utilization; *Teaching Methods
This introduction to distance education includes the following sections: (1) definitions of distance education; (2) the typology of distance education systems (including examinations of the correspondence school model, the consultation model, the integrated mode, the multimedia system model and media selection; (3) nature (the didactic structure of distance education systems, the linking of learning materials to learning, the role of the learner, sociological characteristics, and administration); and analogues (the relationship between distance education and conventional higher-level university study, the use of educational technology in conventional programs, and the relationship between educational technology and distance education). A brief concluding statement posits that there are extensive differences in both didactic structure and administrative theory between distance and conventional systems. (40 references) (GL)

ED 311 905 IR 052 897

Page, Bill, Ed.; And Others
A Guide to the Microform Collections in the Sterling C. Evans Library. Third Edition.
Texas A and M Univ., College Station. Library.
PUB DATE- 88
NOTE- 323p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; Higher Education; *Indexes; Library Collections; *Microfilm; *Microforms; *Reference Materials

The Texas A&M University Library houses over 500 microforms of books, journals, lists, brochures, and reports from a broad subject range, and includes rare and out-of-print titles. This guide is divided into three sections: (1) an alphabetical list of microform titles; (2) the bibliographic entries; and (3) a subject index. Entries are arranged alphabetically by collection title, and include the microform call number, publisher, microform format (e.g., 35mm positive microfiche), a 30- to 50-word annotation, related collections, access tools and indexes, and subject index terms. The subject index itself is organized by its approximately 650 major headings, and includes as subjects person and organizational names, fields and disciplines, geographical locations, current issues, and other general topics. The index is cross referenced with "see also" notations. (SD)

ED 311 935 IR 052 934

Interlibrary Loan, the Key to Resource Sharing: A Manual of Procedures and Protocols.
Alaska State Dept. of Education, Juneau. Div. of State Libraries.
PUB DATE- 89
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Academic Libraries; Community Colleges; Computer Output Microfilm; Elementary Secondary Education; Higher Education; *Interlibrary Loans; *Library Networks; Public Libraries; Research Libraries; School Libraries; *Shared Library Resources; Special Libraries; State Federal Aid; *State Programs; Two Year Colleges; Union Catalogs; User Needs (Information)
IDENTIFIERS- *Alaska Library Network; OCLC

Intended for use by librarians in Alaska, this manual provides general guidelines for the maximum utilization of library resources through interlibrary loan service. The first of four major sections describes the Alaska Library Network (ALN), which provides protocols and procedures to libraries for resource sharing; points out that new protocols have been established since the installation of the Online Computer Library Center (OCLC) at the Alaska State Library, the University of Alaska Fairbanks, and the University of Alaska Anchorage; explains protocols for routing requests to local and regional libraries within and outside the state; provides a map of the state showing the three geographic regions into which it has been divided for interlibrary loan purposes, each of which includes public and school libraries, community college and special libraries, and designated research libraries; and lists the libraries in each region. The second section provides descriptions of the Alaska Library Network Catalog (ALNCat), which is produced on computer output microfilm (COM); ALNCat holding symbols; the Alaska Union List of Serials (AULS); the Western Library Network (WLN) computer system; and OCLC. Materials and services available through interlibrary loan are briefly described in the third section, including various audiovisual media and computer database searches as well as books and periodicals. Procedures for making requests are presented in the fourth section. Appended materials provide information on delivery services, copyright and other regulations, techniques for searching the WLN and OCLC databases, depositories for state and federal documents, communications, and verification tools. An interlibrary loan statistics form and a glossary are also appended. (SD)

ED 311 948 JC 890 450

Bailey, Charles; Rentz, William D.
The Center for Advancing Technology Succeeds with New Literacy Program.
Piedmont Community Coll., Yanceyville, NC. Center for Advancing Technology.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Adult Literacy; Adult Programs; Community Colleges; *Computer Assisted Instruction; Illiteracy; *Learning Laboratories; *Literacy Education; Program Descriptions; Program Development; *Rural Education; Two Year Colleges

As part of an effort to combat the persistent problem of adult illiteracy, the Center for Advancing Technology was initiated at Piedmont Community College (PCC) in North Carolina and charged with the design of an effective model of rural, adult education for use throughout the state. The first step in the development of the center's literacy program was a national conference on adult education, at which educational leaders compiled a list of basic assumptions about illiteracy. These assumptions included the following: (1) on a yearly basis, the number of adults seeking high school equivalency diplomas is less than the number of dropouts; (2) the dropout rate is not decreasing significantly; (3) most illiterates spend more energy concealing their shortcoming than it would take to overcome it; and (4) most illiterates want to be able to read, write and perform mathematical computations. Participants also considered ways to alleviate the problem, including implementing new and stimulating instructional methods, providing transportation to class sites, making child care available at class sites, and making class schedules convenient for potential students. Having defined the scope of their adult literacy program, the center then divided its implementation into management and instruction segments. A management team gathered the best and most versatile courseware, including hardware and software, to use in an adult computer lab at PCC. The lab provided orientation, instruction, drilling, tests, and learning styles surveys and allowed students to receive immediate and non-judgemental feedback. While the management team was developing the lab, recruiting/instruction teams were formed, consisting of teachers to integrate regular and computer sessions, recruiters/drivers, and child care personnel. For the 11 weeks of the program, two 3-hour classes were held at PCC and two local elementary schools. Based on such evidence as a 67% retention rate at the PCC site, the program was considered a success by the center, which is proposing to continue and expand its efforts. (VVC)

ED 311 962 JC 890 467

Belcher, Marcia J.
Institutional Effectiveness at Miami-Dade Community College. Research Report No. 89-11R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Followup Studies; Institutional Research; *Outcomes of Education; Program Effectiveness; Remedial Programs; School Effectiveness; *School Holding Power; School Surveys; Student Educational Objectives; *Student Recruitment; Two Year Colleges

A study was conducted at Miami-Dade Community College (MDCC) to collect available information on indicators of institutional effectiveness. The study focused on the college's success in attracting students to MDCC, fulfilling students' expectations, meeting students' special needs, and retaining and graduating students. In addition, the study investigated students' activities after obtaining an associate degree and achievement test results that certified students' competence. The study relied on information from research conducted since 1985. Highlighted findings included the following: (1) 35% of Dade County's high school graduates enrolled at MDCC, including 51% of the Hispanic graduates but only 20% of the Black graduates; (2) students rated MDCC highest in terms of helping students develop their basic skills and maintaining an excellent reputation, and lowest in terms of providing personal counseling and practical learning opportunities; (3) 67.9% of MDCC's entering students had basic skills deficiencies, and less than half of these students completed prescribed remedial courses; (4) about 70% of the first-time-in-college students immediately returned to MDCC for a second semester; (5) after 3 years, 15% of students who entered MDCC with academic skills deficiencies graduated, compared to 40% of the students who were university eligible when they first enrolled; (6) within 5 years of graduating from MDCC, 65% to 70% of the students entered a four-year college, and 50% of these earned a bachelor's degree; and (7) 88% of the MDCC students who completed required coursework passed all sections of the College Level Academic Skills Test. Twenty-three data tables supplement the text. (VVC)

ED 311 629 EC 221 035

Murphy, Linda; Della Corte, Suzanne
Managing Your Special Child's Behavior by Ages and Stages.
PUB DATE- Jun 89
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($18.00 per year, $3.50 per issue).
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adolescents; *Behavior Problems; Child Development; *Child Rearing; Children; *Developmenta Stages; *Disabilities; Infants; Young Children

The newsletter issue offers parents suggestions for managing the special child's behavior during infancy, toddlerhood, early childhood, middle childhood, and adolescence. For each stage, typical behavior is described and suggestions are phrased as "do's and don'ts." Guidance for dealing with problems includes having a professional evaluation of adaptive behavior levels performed and using the resulting developmental stage rather than chronological age as the guide to behavior. (DB)

ED 311 708 FL 018 058

Richter, Gregory C.
Lexical Borrowing in Modern Icelandic and Syllabic Structure Constraints.
PUB DATE- Sep 84
NOTE- 12p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (1st, Columbus, OH, September 28-30, 1984). Title on cover page varies slightly. The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consonants; Diachronic Linguistics; Language Research; *Linguistic Borrowing; Linguistic Theory; *North American English; Oral Language; *Phonology; Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Icelandic
An analysis of the nature of the lexical borrowing of Icelandic from American English focuses on the phonological processes occurring in the adoption of American English forms. Background information on borrowing in Icelandic is provided, and a crucial distinction is made between aural borrowing and loanwords from written sources. The role of syllabic structure in the borrowing process is investigated, and it is argued that a syllabic structure constraint regulates the insertion of the minimal consonant /h/. It is further argued that when this constraint applies, consonant length is inferred from vowel length and not vice versa. (MSE)

ED 311 814 HE 022 905

1987-88 Degrees Conferred Report. Massachusetts Public Higher Education.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- Aug 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Associate Degrees; Bachelors Degrees; *College Graduates; Community Colleges; *Degrees (Academic); Doctoral Degrees; Educational Demand; Educational Supply; Higher Education; Masters Degrees; Minority Groups; Public Colleges; State Colleges; State Surveys; State Universities; Womens Education
IDENTIFIERS- *Massachusetts

The results of a survey of all degrees conferred in the state of Massachusetts during 1987-88 are presented. Statistics include the following: the public colleges and universities in Massachusetts conferred over 24,000 degree and certificates during the 1987-88 academic year; 58% of the people receiving degrees were women; only 6.1% of the degrees were earned by minorities; a slightly higher proportion of Massachusetts awards went to both women and minorities during the academic year 1987-88 than during the previous year; the three Massachusetts public universities accounted for 43% of the degrees and certificates, followed by community colleges and then state colleges; only 3.3% of the degrees and certificates awarded by the state colleges were earned by minorities; 54% of all awards were baccalaureate degrees; the proportions of all degrees and certificates awarded in each academic field ranged from 25% of all awards in business and management to only 3% and 4% of all awards in physical and life sciences, and math and computer and information sciences respectively; and about 1 year separated the average ages of women (28.0) and men (26.8). Appended is information on U.S. public sector awards and enrollment. (SM)

ED 311 598 EA 021 377

Bredeson, Paul V.
Empowered Teachers-Empowered Principals: Principals' Perceptions of Leadership in Schools.
PUB DATE- Oct 89
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Participative Decision Making; *Principals; School Administration; School Districts; *Teacher Administrator Relationship; *Teacher Participation
IDENTIFIERS- *Empowerment
As teachers assume a variety of leadership functions traditionally held by the principal and as they become much more of a self-managing professional work group, it is important to examine the implications of these changes for the leadership behavior of professionals credentialed as building principles. This paper presents data from indepth structured interviews with 10 principals (5 elementary and 5 secondary) from two school districts (Centremont and Hillview, Pennsylvania). The school principals' leadership roles in teacher-empowered schools are identified and described. Findings define empowerment, address changes in the traditional role of the building principal, and discuss principal leadership behaviors that support empowered teachers. The experiences with teacher empowerment in these two districts suggest that a clear definition of empowerment is less important than is a commitment to systematically engage teachers in decisions that affect their professional worklives in schools. (7 references) (SI)

ED 311 661 EC 221 076

AIDS and Deafness. Resource Directory. First Edition.
Gallaudet Univ., Washington, DC.; National AIDS Information Clearinghouse, Rockville, MD.
PUB DATE- Feb 89
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Counseling Services; *Deafness; Health Services; *Hearing Impairments; Legal Aid; *Medical Services; Patient Education; *Social Services; Social Support Groups

This directory provides access to organizations that offer services concerning acquired immune deficiency syndrome (AIDS) to deaf and hard-of-hearing people. Organizations included in the directory were selected from listings provided by the National AIDS Hotline and the National AIDS Information Clearinghouse. The directory lists 50 organizations, arranged alphabetically by state, and within each state, alphabetically by city. For each organization, the following types of information are listed: organization name, address, and telephone number; key staff; organization type; geographic service area; description; sponsoring agencies; services; audiences; access procedure; and operation hours. The services offered by the listed organizations include, among others, counseling, food, housing, education, referral, case management, medical evaluations, companions, legal assistance, support groups, alternative therapies, and social programs. (JDD)

ED 311 691 FL 018 007

Willetts, Karen
CLEAR Final Report on the Survey of Materials and Curricula in Second Language Education.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Bibliographic Databases; *Content Analysis; Data Collection; Elementary Secondary Education; English (Second Language) FLES; Immersion Programs; *Instructional Materials; *Resource Units; *Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; Foreign Language Experience Programs
The final report of the Center for Language Education and Research (CLEAR) lists the various computer searches that have been compiled from information in the CLEAR 655-item database, and categorizes the materials within the database on the basis of educational level, type of material (audiovisual, text, supplementary, workbook, curriculum), and content areas covered. The following observations about the database are made: (1) resources are needed in all uncommonly taught languages and in some of the commonly taught languages; (2) English-as-a-Second-Language (ESL) materials greatly outnumber other documents in the database; (3) the amount of material available for the secondary level is seriously lacking for any given language, except for ESL; (4) there is a balance in the types of print materials prepared for foreign languages in the elementary school, foreign language experience, and immersion programs; and (5) materials for language arts/second language development are much more plentiful than content-based materials for second language learning. (DJD)

ED 311 724 FL 018 166

Torres, Judith Stern; And Others
Limited English Proficient Students' Progress in Acquiring English Proficiency. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Dropouts; Elementary Secondary Education; *Eligibility; English (Second Language); Federal Programs; *Language Proficiency; *Limited English Speaking; Longitudinal Studies; Second Language Learning
IDENTIFIERS- Educational Entitlements; *New York City Board of Education
A longitudinal study examined how long it took 23,044 limited-English-proficient (LEP) students in grades K-12 in New York City to lose their legally-mandated entitlement to bilingual and English-as-a-Second-Language (ESL) classes. Findings show that although most students in the population of new-entrant LEP students will lose their entitlement after four years, the students in the lower grades are more likely to exceed the minimum English language proficiency level for eligibility, and do so more quickly, than older students. At the high-school level, nearly two-thirds of the students will leave school while still entitled to bilingual/ESL services, although many of the students graduate or transfer to another school. In light of these findings, and a state recommendation that English language proficiency minimums be raised for entitlement, it is suggested that administrators: (1) develop accelerated programs, or programs articulated with jobs or post-high school education, for high school LEP students likely to leave school before achieving English competency; (2) develop programs for students who will continue to score below the entitlement cut-point regardless of how long they may be served; and (3) carefully follow the academic career of formerly entitled students to make sure that they are progressing satisfactorily and provide additional services where necessary. (MSE)

ED 311 739 FL 018 189

The Multi-Language Multi-Media Courseware Authoring and Delivering System. Final Report.
Comptek Co., Springfield, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 27 Aug 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audio Equipment; *Authoring Aids (Programing); *Chinese; *Computer Assisted Instruction; *Courseware; *English; Higher Education; Ideography; *Japanese; Material Development; Microcomputers; *Multimedia Instruction; Program Descriptions; Secon Language Instruction; Uncommonly Taught Languages

The development of a multi-media, multi-language authoring and student use system for second language instruction is described. The system uses a microcomputer and monitor, off-shelf voice peripheral device, microphone, speaker, and over 40,000 lines of courseware. It allows an author or teacher to compose courseware and present it to th students. The courseware can control the sequence of presentation depending on the student's response and data accumulated during the course. The author's interface with the system is menu-driven and screen-oriented. Courseware can be prepared and presented in English, Chinese, or Japanese and in text, graphics, or voice. The system has h access to over 3,000 Chinese and Japanese Kanji characters. It was field tested by professors for first-year Chinese courses for college students. (MSE)

ED 311 770 HE 022 717

Otis, Carol L.; Goldingay, Roger
Campus Health Guide. The College Student's Handbook for Healthy Living.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 89
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($14.95).
NOTE- 483p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Alcohol Abuse; Body Weight; *College Students; Communicable Diseases; Coping; Dental Health; Drug Abuse; Environmental Influences; Exercise; Health Needs; *Health Promotion; Higher Education; Mental Health; Nutrition; Sex; *Well Being
IDENTIFIERS- Emergencies
A handbook of health issues for college students is presented. Prevention is the keynote, stressing the importance of staying healthy and recovering quickly. Information is organized in a question-and-answer format. The 12 chapters are as follows: nutrition: food as fuel (e.g. acne and diet and daily caloric requirements); exercise: fine-tuning the ultimate machine (e.g. physical fitness and preventing injuries); help yourself: how to cope with some common medical problems (e.g. dandruff and warts); dental health (e.g. cavities and wisdom teeth); emergency: what to do before you can reach a doctor (e.g. the first aid kit and blood loss); infectious disease: what to do when infection strikes (e.g. vaccinations and bronchitis); sexual health: the challenge of being mature (e.g. AIDS and birth control methods); emotional well-being: the key to a happy and healthy life (e.g. managing stress and depression); eating disorders: weight control out of control (e.g. dieting and where to find help); alcohol and other drugs (e.g. marijuana and abuse and addiction); environmental health hazards (e.g. air pollution and X rays); and an ounce of prevention (e.g. bicycle riding and cancer prevention). An appendix provides a series of charts on staying healthy. A glossary is provided. Contains approximately 130 references. (SM)

ED 311 785 HE 022 830

Denise, Paul S., Ed.; Harris, Ian M., Ed.
Experiential Education for Community Development. Contributions to the Study of Education, Number 31.
PUB DATE- 89
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Westport, CT 06881 ($49.95).
NOTE- 312p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Development; Cooperation; Educational Experience; Educational Innovation; *Experiential Learning; Higher Education; Learning Experience; *Nontraditional Education; Nontraditional Students; *Prior Learning; Rural Education; *Social Experience; Student Experience; Work Experience

The third in a series of volumes of curriculum essays on the concept issues, and strategies of community development education and trainin is presented. Five sections with 20 papers are as follows: (1) introduction: theories, definitions, and origins of experiential education--"Experiential Education for Community Development" (I. Harris, P. Denise, and R. Thomas); "Learning about Japan: Some Theoretical Bases" (G. Eyford); (2) citizens and citizen groups in communities--"A Ray of Hope for the Farmers of San Felipe" (E. Duckles "Community Development Skills Training: A Collaborative Approach" (V. Luther and G. Spencer); "The Service Civil International in West Africa" (D. Woods); "VISTA as Experiential Education" (L. Sunde); (3) leaders in community organizations--"Sunnyslope" (J. Walker); "Managin Change for Public Institutions and Community Change Agents" (F. Fisher "A Case Study from Zaire" (D. Ewert); "The Kitwe Story: Change Agent Training for Zambian Urban Settlements" (R. Thomas); "A Model Curriculum for Mental Health Paraprofessionals" (J. Seliger); (4) innovative college and university programs--"The University's Role in Promoting Community Service" (A. Dickson); "The Antioch Experience" (T Haugsby and A. Winnick); "Evaluation: The Key to a Successful International Program" (M. Belsky); "Granting College Credits for Pric Community Work" (I. Harris); "University Year for Action: A Community Service-Learning Program" (R. Lenzi); and (5) innovative college and university courses--"The Navajo Cultural Immersion Project" (R. DeGraw "Learning in the Community: An Undergraduate Training Program" (E. Gondolf); "The Rural Community Development Learning Center" (H. Heady) and "Action-Oriented Experiential Education: The Case for Land-Use Plans" (L. Garkovich and M. Greene). Contains approximately 130 references. (SM)

ED 311 862 IR 013 981

Scriven, Bruce
External Studies Survey, 1987 Results.
Brisbane Coll. of Advanced Education (Australia).
PUB DATE- 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; *External Degree Programs; Foreign Countries; Higher Education; *Nontraditional Education; Program Evaluation; Questionnaires; *Student Attitudes; Surveys
IDENTIFIERS- Australia

A 1987 evaluation of the Brisbane College of Advanced Education's external studies operations was conducted using a survey instrument sent to a sample of 397 external students, not including dropouts or those who have temporarily withdrawn. The survey was designed to collect information about the college's external students, their pattern of use of college services, and their general opinions on various aspects of these services. Based on responses returned by 182 students (45.8%) before the cut off date, the report includes the data analysis for the 13 sections of the questionnaire, including general information and information on reasons for study and preferred mode of study; knowledge of cross-accreditation; perception of introductory and unit materials; access to equipment; contact with study centers, other students, instructors, and administrative staff; perception of telephone tutorials and teleconferences; usefulness of library services and assessment procedures. While there was a high degree of satisfaction with materials and services provided, a number of needs were identified: (1) wider advertisement of cross-accreditation arrangements; (2) better quality control in the production of course materials; (3) wider advertisement of study center availability and services; and (4) more staff training for the utilization of telephone tutorials and teleconferences. A copy of the questionnaire is appended. (GL)

ED 311 891 IR 014 020

Keegan, Desmond J.
The Regional Tutorial Services of the Open University: A Case Study. ZIFF Papiere 36.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jan 81
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Computer Uses in Education; *Counseling Services; Database Management Systems; *Distance Education; *Dropout Prevention; Foreign Countries; Higher Education; Open Universities; Potential Dropouts; Student Attrition; Tutorial Programs
IDENTIFIERS- *Open University (Great Britain)
The Open University of the United Kingdom is acknowledged as the most successful distance education program yet designed. High among the reasons for its success is the student support service provided by the Regional Tutorial Services, a department of the Open University administrative structure which has received little acclaim. This paper shows how the Regional Tutorial Services copes with the problem of dropouts that has been a feature of many other distance education programs and how it seeks to provide a valid educational balance for those enrolled. Three phases in the evolution of the present administrative system are analyzed and various aspects of the 1979 structure are discussed. Attention is drawn to developments in computer recording which may enable Regional Tutorial Services to forecast possible dropouts and thus take a major step towards eliminating avoidable student withdrawal. (8 references) (Author)

ED 311 906 IR 052 898

Karkhanis, Sharad, Ed.
How To Avoid Dead End in Your Career: An Asian American Perspective, and Library Services for the Asian American Community. Papers of the 1987 Program of the Asian/Pacific American Librarians Association (San Francisco, California, June 1987).
Asian/Pacific American Librarians Association, Brooklyn, NY.
PUB DATE- 88
AVAILABLE FROM- Asian/Pacific American Librarians Association, Kingsborough Community College, Brooklyn, NY 11235.
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Career Development; *Career Ladders; Graduate Study; Higher Education; *Librarians; *Library Collection Development; Managerial Occupations; Persistence; Promotion (Occupational); Self Efficacy; Undergraduate Study

Three of the four papers in this collection focus on reasons why many Asian Americans end up in dead-end jobs and suggest ways of avoiding this situation. In "Views of an Educator," Nasser Sharify provides insights from an educators' perspective about finding and maintaining a successful career, and recommends that Asian-Americans pursue careers "American style, not Asian style," as well as encouraging more self-confidence with less timidity and "Asian nobility." Peter R. Young's "Experiences of an Asian/American Librarian" describes how the stereotype of Asian Americans as technical service librarians prevents promotion to increased managerial responsibility, and suggests strategies for planning a successful career, e.g., being flexible, not accepting other people's definitions of success, and not being ruled by fear of failure. Ernest A. Muro's "Advice from a Corporate Executive" outlines a four-part career plan consisting of: (1) developing a basic liberal arts undergraduate and a specialized graduate education; (2) continuing a critical self-assessment of weaknesses to eliminate obstacles; (3) cultivating contacts with people who can help plan an open-ended career; and (4) planning a library career strategy before it requires implementation, recognizing both the opportunities and limitations of the profession. In the final article, "Library Services for the Asian American Community," Sharad Karkhanis presents an action agenda for what libraries should do to enhance services for Asian Americans. (SD)

ED 311 990 JC 890 496

Tribal Colleges: Shaping the Future of Native America. A Special Report.
Carnegie Foundation for the Advancement of Teaching.
PUB DATE- 89
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($8.00).
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian History; *College Administration; College Role; Cultural Education; Educational Assessment; Educational History; Educational Improvement; Educational Objectives; *Institutional Characteristics; National Surveys; Postsecondary Education; Private Colleges; *School Community Relationship; Social Action; Two Year Colleges
IDENTIFIERS- *Tribally Controlled Schools

Drawing from site visits conducted over a 2-year period, this study report assesses the current status of the 24 tribally controlled colleges in the United States. A foreword by Ernest L. Boyer summarizes the major study findings, including the following: (1) at almost all of the colleges, salaries were too low, libraries were underfunded, and budgets were inadequate; (2) in addition to conventional college curricula to prepare students to transfer to four-year institutions, the colleges offered programs for older students, transition programs for re-entry students, and enrichment programs for high school students; and (3) at the heart of the tribal college movement is a commitment by Native Americans to reclaim their cultural heritage. Chapter 1 provides a brief history of tribal colleges and notes four characteristics common to all of the institutions. First, tribal colleges establish a learning environment that encourages participation and builds self-confidence in students who have come to view failure as the norm. Second, tribal colleges celebrate and help sustain Native American traditions. Third, they provide essential community services, and, fourth, they serve as centers for research and scholarship. Chapter 2 traces the history of Native American "mis-education," noting the negative role played in the past by boarding schools. Chapter 3 provides a profile of the 24 tribal colleges in terms of educational philosophy, curriculum, enrollment, students, governance, faculty, physical facilities, and funding. In chapter 4, the role of these institutions within their local communities is discussed, with respect to cultural change, health care, and economic empowerment. Chapter 5 considers their role in building communities and rebuilding a sense of heritage. Finally, chapter 6 presents a series of recommendations for ensuring educational quality and tribal renewal. A list of tribally controlled colleges is appended. (AYC)

ED 311 582 EA 021 356

Bauer, Norman J.
Physical Models of Schooling, the 'Ought' Question and Educational Change.
PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Spring Conference of the Confederated Organizations for Teacher Education (Syracuse, NY, April 27-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Organization; *Classroom Design; *Classroom Environment; Classroom Research; *Classroom Techniques; *Educational Quality; Educational Strategies; Elementary Secondary Education; *Learning Strategies; Teacher Attitudes; *Teaching Methods
This paper examines the methods used in designing school and classroom environments. The tools are labeled: (1) discipline-centered schooling; (2) empirical-naturalistic schooling; and (3) great works schooling. First, the outline endeavors to reveal the essential elements of the three tools that represent images, structures, or "maps" of schooling. Second, examples of three sets of normative claims or statements that describe what ought to occur when classroom teaching is guided by each of the three different sorts of mind-sets are considered. Lastly, the value of these physical models to those who wish to participate in making justifiable decisions about the changes toward improving the quality of learning in schools is outlined. (14 references) (SI)

ED 311 613 EC 212 834

Educational Personnel from Minority Groups: Some Facts and Teacher Testing and Minorities: Suggested Readings and Bibliography: Minority Personnel/Supply and Demand. Information on Personnel Suppl and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 11p.; Prepared by the Supply/Demand Analysis Center. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- College Programs; Demography; *Disabilities; Education Majors; Elementary Secondary Education; Higher Education; Labor Turnover; *Minority Group Teachers; *Teacher Supply and Demand
This document consists of a compilation of one fact sheet and two bibliographies into a single package on minority personnel. Facts are presented on the percentages of undergraduate students enrolled in elementary and secondary education training programs who belong to various minority groups. Statistics are also presented on minority group students in master's programs, teacher shortages in central cities, and teachers' plans to remain in the education field. In addition to a list of references accompanying the statistical data, a bibliography of 58 items is attached. The bibliography lists publications on: supply of and demand for personnel from minority groups in special education, general education, and higher education; trends concerning minority personnel in the teaching force; and demographic data influencing supply of and demand for education personnel from minority groups. (JDD)

ED 311 630 EC 221 036

Adams, Arlene
The Self-Correction Behaviors of Normal and Learning Disabled Readers, Grades 5, 8, and 11.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; Elementary Secondary Education; *Error Patterns; *Learning Disabilities; Learning Processes; Oral Reading; *Reading Difficulties; *Self Evaluation (Individuals); Time Factors (Learning)
IDENTIFIERS- *Self Correction
The study investigated the oral reading self-correction behaviors of three grade levels of readers (fifth, eighth, and eleventh) and three ability levels (normal readers reading in the instructional range, and learning-disabled readers reading in the instructional and frustration range.) Three locations of self corrections were measured: immediate correction, correction delayed by one word, and correction delayed by two or more words. Analysis indicated that the readers (N=48) in all groups self corrected most often immediately after the miscue (76.18%), and significantly less often delayed by one word (15.4%) and delayed by two or more words (7.16%). Results did not support the idea that disabled readers would self correct a lower percentage of their miscues than normal readers. Learning-disabled readers reading in the instructional range did not produce a higher percentage of self-corrections than the same readers reading texts in the frustration range. Since the study did not find that self-corrections are differentially produced by normal and disabled readers, it is not held that instructional programs designed to increase self-correction behaviors in disabled readers would not be productive. (DB)

ED 311 645 EC 221 052

Scheid, Karen
Cognitive and Metacognitive Learning Strategy Instruction: Its Relevance for Media and Material Design. The Instructional Methods Report Series.
LINC Resources, Inc., Columbus, Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
AVAILABLE FROM- Information Center for Special Education Media and Materials, LINC Resources, Inc., 4820 Indianola Ave., Columbus, OH 43214 ($5.00).
NOTE- 47p.; Prepared by the Information Center for Special Education Media and Materials. For related document, see EC 221 051.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Disabilities; *Educational Media; Elementary Secondary Education; Instructional Development; *Instructional Materials; *Learning Strategies; Material Development; *Metacognition; Theory Practice Relationship

This report is intended to provide publishers and product developers with a summary of background information about strategy instruction for disabled learners. It also offers suggestions for how media and materials could be produced and designed to facilitate the teaching and learning of strategies. The first section looks at cognitive and metacognitive learning strategies, defines terms, and shows their relevance to instruction. The second section examines the evidence showing how learning strategy instruction can help students with learning problems. It identifies characteristics of effective and ineffective learners, notes effects of strategy deficiencies on learning, reviews the research, and identifies effective strategies. Section Three considers the nature of good strategy instruction with examples from reciprocal teaching and the Strategies Intervention Model. Section Four examines the role of media and materials. It offers design recommendations and notes the use of media and materials in professional education. The section offering conclusions notes specific issues of concern to publishers and developers including the feasibility of developing coordinated materials, marketing concerns, and developing teacher training materials. (DB)

ED 311 755 HE 022 559

Non-Credit Instructional Activities, January 1, 1988 through June 30, 1988, with Trend Information from 1983. State University of New York Report Number 20-89.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Apr 89
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
NOTE- 499p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; College Attendance; *Continuing Educatio Educational Demand; Educational Supply; *Enrollment Trends; Higher Education; Institutional Characteristics; *Noncredit Courses; School Registration; State Surveys; *State Universities; Student Interests
IDENTIFIERS- *State University of New York
The responses of the State University of New York (SUNY) constituent institutions to the biannual survey of Non-Credit Instructional Activities for January 1, 1988 through June 30, 1988 are summarized. For each non-credit instructional activity reported, the following information was provided by the campuses: contact hours; continuing education value; course location; instruction type; instructor type; number of registrations; organizing unit; revenue source; subject area and target clientele. Definitions of terms are provided. Three parts are as follows: (1) SUNY summary reports of the number of non-credit instructional activities and registrations, January 1, 1988 through June 30, 1988; (2) SUNY trend reports summarizing non-credit instructional activities and registrations, 1983 through June 30, 1988 and (3) SUNY detail report of each non-credit instructional activity, by subject area, title, and campus, January 1, 1988 through June 30, 1988. Some non-credit activities for adults considering career changes include choices and changes for women, plan your career, and resume clinic. Examples of non-credit activities for in-service education include graphic presentations, public speaking, and telemarketing. Programs to enhance personal growth include self-help for smokers, world religions, and wilderness camping in winter. An appendix offers map of SUNY institutions and a chronology of dates of establishment of SUNY institutions. A list of publications by SUNY's Central Staff Office of Institutional Research is included. (SM)

ED 311 800 HE 022 881

Margolin, Judith B.
Financing a College Education. The Essential Guide for the 90s.
PUB DATE- 89
AVAILABLE FROM- Plenum Press, 233 Spring St., New York, NY 10013 ($24.95).
NOTE- 319p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Bound Students; *College Choice; *Cost Effectiveness; Higher Education; *Money Management; *Parent Financial Contribution; *Student Costs; Taxes; Tuition
IDENTIFIERS- *Paying for College

This guide, designed for college-bound students and parents but also useful to counselors and other practitioners, provides information and a variety of practical strategies for anticipating, evaluating, and meeting college costs. An introductory section discusses the reality of college costs and the family's role in general terms. The next chapter addresses in more specific terms, the challenge to parents (including expectations, ability and responsibility to pay, tuition trends, the middle-class dilemma, and financial planning needs). Subsequent chapters discuss government financial aid and the role that colleges and students play, private sources of funding, techniques for building a college nest-egg, loan programs and the related issue of debt, the student's own contribution, and finding bargains in colleges and universities. The final chapter discusses whether a college education is worth the financial outlay. Contains approximately 100 references. (MSE)

ED 311 829 HE 022 921

Research and Development Funding in New England. Facts about New England Colleges, Universities, and Institutes. Supplementary Higher Education Data.
New England Board of Higher Education, Boston, MA.
PUB DATE- 88
AVAILABLE FROM- New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 ($10.00).
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biomedicine; Educational Development; *Educational Finance; Federal Aid; *Financial Support; Higher Education; Innovation; Medical Schools; Regional Planning; *Research and Development; Technological Advancement
IDENTIFIERS- *New England

An analysis of research and development (R&D) funding in New England is presented in four sections: (1) total federal obligations for R&D to the region (e.g., New England received 8.8% of all federal obligations for R&D that were made nationally in 1986, and of the 1986 funds obligated nationally to colleges and universities, over 11% were awarded in New England); (2) federal obligations to colleges and universities through 1986 (e.g., the New England region ranked first when federal obligations to all U.S. colleges and universities were analyzed on a per-capita basis, and 10 New England institutions of higher education rank among the 100 receiving the largest amounts nationally); (3) R&D expenses at doctorate granting colleges and universities through 1986 (e.g., R&D expenditures at New England institutions of higher education are higher on a per-capita basis than in any other region, and though the Federal Government remains the major source for R&D funds expended by New England colleges and universities, they were less so in 1986 than in 1981); and (4) biomedical R&D: National Institutes of Health (NIH) funding awards through 1987 (e.g. in terms of NIH awards to all domestic institutions in 1987, 15 New England organizations ranked among the top 100 nationally, and 65% NIH funds to New England were awarded to medical schools and teaching hospitals). While New England fared well in R&D funds in 1986, it was not without a few comparative disadvantages that must be taken into public policy consideration. (SM)

ED 311 843 HE 022 944

Bennett, John B.
About Department Chairs.
American Association for Higher Education, Washington, D.C.
PUB DATE- Oct 89
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.50 per back issue).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; *College Administration; *Department Heads; Higher Education; *Leadership Qualities; Personality; Power Structure

Department chairs occupy what is arguably one of the most important administrative spots in a higher education institution. As a group, they set the academic tone of the institution and greatly facilitate o hinder the accomplishment of its mission. The various types of department chairs are described: hopeful, survivors, transient, and adversarial. The hopeful ones are eager to learn and share, recognizin they can make a difference. They are less embarrassed about having bee selected chair and do not seem to need to participate in the circumlocutions of the reigning mythology regarding academic leadership. The survivors are more likely to have been selected by administrators and to belong to large, stable departments. They can provide organizational continuity and perspective, though some need to be replaced because they have become simple caretakers. The transient chairs seem most prevalent in institutions or departments where by tradition the position rotates and elections are friendly and uncontested. These positions invite quick turnover and provide little nourishment for either chair or department. The adversarial chairs are a steady and consistent element of negativity, often emerging from an unhappy and contentious faculty. They are angry and explosive individuals who view policy changes or resource limitations as unreasonable decisions aimed directly at them. There do not seem to be many truly adversarial chairs. All institutions need to pay attention to the circumstances and needs of their chairs since the position of chair is where things get done. (SM)

ED 311 877 IR 013 996

Riel, Margaret M.
The Educational Potential of Computer Networking. Interactive Technology Laboratory Report #16.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Aug 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For related documents, see IR 013 990-991, IR 013 995, and ED 303 155.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Cooperative Learning; Educational Innovation; Foreign Countries; *Intercultural Communication; Language Skills; Microcomputers; Science Instruction; Second Language Instruction; Social Sciences; *Technology Transfer
IDENTIFIERS- *Functional Learning Environments; *Intercultural Learnin Network; Israel; Japan; United States
The educational potential of computer networks will be realized only when educators stop focusing on technical connections and start asking how educational activities that are supported on computer networks can make a significant contribution to education. Computer networks can contribute to accomplishing educational goals in language arts (by improving reading and writing skills); social science (by facilitating international and intercultural sharing of aspects of daily life, news stories, holiday customs, and social problems); science (by extending the range of observations for solving scientific problems); and foreig language learning (by using the Intercultural Learning Network as a functional learning environment, and increasing motivation for the study of foreign languages in the United States and for the improvemen of English communication skills in foreign nations). Among the central issues that have evolved from the collaborative work of those using educational networks are that establishing technical connections between participants is only the first step. An active role for the classroom teacher in designing and implementing such activities is vital if networks are to reach their potential. (30 references) (GL)

ED 311 921 IR 052 916

Edmonds, Leslie; And Others
An Investigation of the Effectiveness of an Online Catalog in Providing Bibliographic Access to Children in a Public Library Setting. Research Report.
PUB DATE- Mar 89
NOTE- 98p.; 1986 Carroll Preston Baber Award.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Card Catalogs; Comparative Analysis; Elementary Education; *Library Instruction; *Library Skills; *Online Catalogs; Online Searching; *Public Libraries; Sex Differences; Tables (Data); *Users (Information)
IDENTIFIERS- Software Design
This study evaluated the use of an online catalog by 33 children in the fourth, sixth, and eighth grades. As a basis of comparison, the children's ability to use the card catalog was also evaluated. Touch screen terminals were used to access a CLSI catalog. A specific set of tests was developed to determine if children have the necessary developmental skills to effectively locate and interpret bibliographic information as presented by both forms of library catalogs. The children studied did not have a broad knowledge of alphabetizing or filing conventions. They were moderately successful in using the card catalog (65% of the searches were successful), whereas only about 18% of the children were successful in the online searches. The students in the study preferred to use the card catalog over the online catalog. There were few differences between males and females. In general, fourth graders were the least skilled, eighth graders the most skilled, and sixth graders moderately skilled. It is recommended that software be designed that uses natural language, fewer screens, and clearer help messages. Library instruction needs to be more effective, and librarians need to be aware that children's skills are limited in using either type of catalog. Five references and a 12-item bibliography of library skills manuals are included. (Author/MES)

ED 311 936 IR 052 935

Howard, Nancy Jill
Integrated Study Units Cooperatively Developed by the Classroom Teacher and the Media Specialist To Facilitate the Development of Library Research Skills.
PUB DATE- 89
NOTE- 59p.; Student research paper, Glassboro State College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; *Course Integrated Library Instruction; *Curriculum Development; Formative Evaluation; Learning Resources Centers; *Media Specialists; School Libraries; Secondary Education
IDENTIFIERS- *Librarian Teacher Cooperation
Study units integrating library skills into the day-to-day teaching curriculum were cooperatively developed by classroom teachers and librarians at The King's Christian Junior and Senior High School in Cherry Hill, New Jersey. Teachers filled out forms to express their preferences for study unit subjects. Librarians then met with teachers to: (1) discuss procedures for carrying out study units in the areas of expressed interest; (2) determine appropriate print, nonprint, and audiovisual materials to be used; and (3) schedule library time. After the units were completed, a brief evaluation was performed to make suggestions for future planning. Results of the program included a strengthened working relationship between media specialists and teachers, increased interaction between students and media specialists, and the fine-tuning of student research skills. Outlines of the study units carried out in cooperation with the classroom teachers are included to serve as guides for planning and as starter ideas for other projects. Each unit includes a research objective, a curriculum objective, resources, and activities and procedures, including the basis for evaluating the student's work. Units cover a wide variety of topics, including the following: (1) identifying and explaining a specific facet of Egyptian history used for a course in Bible/ancient history; (2) researching and presenting sides for a debate on a controversial issue in a government class; (3) constructing a poster on the Spanish heritage of a U.S. state as part of a beginning Spanish class; and (4) reporting on the reproductive processes of a specific reptile for a general science class. (SD)

ED 311 976 JC 890 482

Payez, Joseph
A Non-Traditional Natural Science Course for Off-Campus Locations.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; Extension Education; *Instructional Development; *Multimedia Instruction; *Science Course Improvement Projects; *Science Curriculum; Scientific Literacy; *Teaching Methods; Two Year Colleges; Visual Aids

Science faculty at small community colleges often face the problem of teaching courses at off-campus locations without laboratory facilities or equipment. An introductory physical science course offered at Southampton Correctional Center in Capron, Virginia, illustrates one approach to this problem. First, the instructor met with students prior to the course, surveyed their interests, and made a list of topics from various science disciplines, including "Why We Need to Understand Science," "What Is Life?" "DNA, Genes, and Genetics," "The Origin of Species," "Measuring the Unmeasurable," "The Earth," "Ecology," "Energy" "Cosmology," and "The Solar System." In the lecture part of the course, students were introduced to scientific thinking and the roles that intuition, inductive and deductive reasoning, and models play in this process. Because of the diversity of topics covered, copied handouts were used rather than a single textbook. The laboratory requirements of the class were fulfilled by having students view 32 hours of videotapes on the topics covered in lectures and handouts and write papers on 10 of the tapes. Students were instructed to evaluate the tapes in terms of the point of view and biases of the presenter, whether the content was based on scientific evidence, and how successful the presentation was. Excellent student papers and exam performance, lively discussions, and positive student comments provided evidence that the course's objectives were met. (VVC)

ED 311 599 EA 021 382

Education Reform: Initial Effects in Four School Districts. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
PUB DATE- Sep 89
AVAILABLE FROM- Publications, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; each additional copy, $2.00 prepaid; 25 percent discount on orders of 100 or more to same address).
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Dropout Rate; *Educational Change; *Educationally Disadvantaged; Educational Trends *Enrollment Trends; Excellence in Education; Government Publications High Risk Students; High School Graduates; High Schools; *School Districts; State Surveys; Vocational Education

At the request of the Subcommittee on Elementary, Secondary and Vocational Education of the House Committee on Education and Labor, a multistate study was conducted to examine the effects of reform on performance, dropout rates, and enrollment patterns. The study examined student data from four large school districts in four states where comprehensive state-level reforms have been in effect long enough for a class of students to experience at least three years of high school under the new requirements. The four districts provided computerized records for a total of about 61,000 students. With regard to the performance of educationally disadvantaged students, findings indicated that education reform was neither a disaster nor a boon in the four districts examined. Disadvantaged students appeared to have improved performance in three of the eight cases. The effects of reform on dropout rates were mixed. Only two districts had sound data to identify dropouts. Increased enrollment in academic courses after reform was associated with a decline in vocational enrollment for disadvantaged students. The appendices include: (1) design and measurement issues; (2) median achievement scores and net gain; (3) the effects of reform in rural school districts; (4) related multistate studies; and (5) a list of major contributors to the report. (SI)

ED 311 662 EC 221 077

Stake, Robert E.; And Others
Perceptions of Effectiveness: Two Case Studies of Transition Model Programs.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; *Demonstration Programs *Disabilities; *Education Work Relationship; High Schools; Mexican Americans; Models; Parent Participation; Program Effectiveness; *Program Evaluation; School Business Relationship; *Transitional Programs; Two Year Colleges
This monograph describes the activities of the second year of a 5-year program of Transition Institute research to understand and assist evaluation of demonstration transition programs for students moving from special education to work and adult living. A case study approach was used to create a description of two transition programs, based on the perspectives of the various kinds of program participants and sensitive to the situational context in which the program operates. A Santa Barbara (California) School District project focused on transition issues of Mexican-American parents, problems with interagency agreements, the importance of a shared view of transition, and the perceptions of project staff concerning the ideal evaluation report. The second case study, of a community college program in Grays Harbor, Washington, was selected because it involved private sector coordinators who were not previously experienced in special education, an economically depressed community with high unemployment, and an outside evaluator whose previous work was known to be of high quality. The case study deals with the notion of local success versus national model, the effects of overpromising in grant applications, the evaluator's role in project development, generalizability, and reasonable expectations for evaluation. (JDD)

ED 311 677 EC 221 095

Zero to Three: Bulletin of the National Center for Clinical Infant Programs. Volume VIII, Nos. 1-5, September, 1987-June, 1988.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Jun 87
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th St., N.W., Suite 912, Washington, DC 20005 ($18.00 per year).
NOTE- 147p.; For volumes 7 and 9, see EC 221 094-096.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Attachment Behavior; Community Programs; Day Care; Delinquency Prevention; *Disabilities; *Early Intervention; Early Parenthood; Followup Studies; Hospitalized Children; *Infants; *Parent Education; Physical Disabilities; Preschool Education; Prevention

Five bulletins of the National Center for Clinical Infant Programs include articles with the following titles and authors: "Lay Home Visiting Programs: Strengths, Tensions, and Challenges" (Mary Larner and Robert Halpern); "The Post-Partum Support Project: Serving Young Mothers and Older Women through Home Visiting" (Elizabeth Anisfeld and Madeline Pincus); "A Psychoeducational Approach to Developmental Intervention" (Ruth Pearce and Shelley Gallenson); "Focusing on Prevention in the First Sixty Months" (Michael Castle); "A Chain of Enablement: Using Community-based Programs to Strengthen Relationships Between Teen Parents and Their Infants" (Judith Musick et al.); "Preventing Young Children from Failing Is America's Best Investment" (Owen Butler); "Attachment Theory and Day Care Research" (Ross Thompson); "Infants and Toddlers in Hospitals: Addressing Developmental Risks" (Joy Goldberger); "The Struggle for Control between Families and Health Care Providers When a Child Has Complex Health Care Needs" (Robin Thomas); "Individual Differences, Universal Needs: A 30-Year Study of Resilient High Risk Infants" (Emmy Werner); "Enduring Gains: A Five-Year Follow-Up Report on the Clinical Infant Development Program" (Serena Wieder et al.); "More Pride, Less Delinquency: Findings from the Ten-Year Follow-Up Study of the Syracuse University Family Development Research Program" (J. Ronald Lally et al.); "A Community of Commitment: Parents, Programs and the Early Intervention Collaborative Study" (Jack Shonkoff et al.); and "Parents with Physical Disabilities and Their Babies" (Megan Kirshbaum). Issues typically also include publication reviews, program notes, and conference information. (DB)

ED 311 709 FL 018 063

Anderson, Peggy M.
Restructuring in Italian: An LFG Analysis.
PUB DATE- Oct 86
NOTE- 13p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). The complete Proceedings are available from the Department of Linguistics, Ohio State University, Columbus.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Italian; Language Research; Linguistic Theory; *Phrase Structure; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Lexical Functional Grammar
Analysis of two Restructuring constructions in Italian, "equi" and "raising" structures, suggests that while lexical functional grammar (LFG) does not offer the kind of analysis previously used on this kind of structure, it does offer an insightful and interesting analysis of Restructuring in Italian. This approach treats Restructuring sentences as monoclausal at all levels, in both functional and constituent structure. Evidence is drawn from several relation-changing rules and from movement and deletion rules. In the analysis proposed, the grammatical relations for the sentence as a whole come from the rightmost verb, which is the clause nucleus, and the intermediate verbs are actually auxiliaries without the argument-taking properties of verbs. (MSE)

ED 311 740 FL 018 190

Haasbroek, J. B.; Botha, Petro
The Medium of Instruction in Developing Countries. Report 0-317.
Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- 89
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Languages; Afrikaans; Bilingual Education; *Developing Nations; *Educational Policy; Elementary Secondary Education; English; Foreign Countries; *Language of Instruction; Language Patterns; *Language Role; Multilingualism; Official Languages; Policy Formation; *Public Policy; Uncommonly Taught Languages
IDENTIFIERS- *Namibia; *South West Africa
In this investigation of education, conducted in South West Africa/Namibia, it was found that the medium of instruction was one of the basic causes of the teaching and educational problems experienced at schools. In South West Africa/Namibia, several languages, including English and Afrikaans as official languages, are involved in the medium-of-instruction issue and children are exposed to several languages in the first few years of school. Other findings include these: (1) the child's native language appears to be the appropriate medium of instruction during the first 3 to 5 years; (2) the changeover to a foreign language as the medium of instruction should occur over a period of time and according to academic subject; and (3) when deciding on a policy regarding the medium of instruction, several factors should be determined, including which language makes communication in the occupational world possible, the foreign language used most in a specific region, and the foreign language that is understood and spoken best by people in a specific region. (MSE)

ED 311 815 HE 022 906

Trow, Martin
The Research on Higher Education Program: An Appreciation of Eskil Bjorklund. Studies of Higher Education and Research.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 89
AVAILABLE FROM- Research on Higher Education Program, P.O. Box 45 501, S-104 30, Stockholm, Sweden.
NOTE- 15p.; Paper presented at a seminar sponsored by the National Board of Universities and Colleges (Stockholm, Sweden, May 30-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Research; Foreign Countries Higher Education; Institutional Advancement; Institutional Role; *International Cooperation; Mission Statements; *Policy Formation; Public Policy; Researchers
IDENTIFIERS- *Bjorklund (Eskil); *Sweden
A tribute to Eskil Bjorklund is presented at his retirement as director of Sweden's Research on Higher Education Program at the National Board of Universities and Colleges. Bjorklund's work over the years is best seen in several accomplishments. He completely recast the program's mission and central contribution to public policy and higher education, defining the mission in these terms: "The program should be higher education's research into the foundations of its own activities." He was sensitive to the importance of creating an infrastructure for Sweden's newly expanded research agenda and to the internationalization of higher education. Bjorklund's program has contributed to the internationalization of Swedish higher education by promoting the movement of ideas about universities and higher education across national borders; stimulating the exchange and development of knowledge and theory in the social sciences; and creating opportunities for the movement of researchers and scholars across national boundaries. (SM)

ED 311 949 JC 890 451

Wilcox-Conley, Kyra
The Status of the Arts in the Community College.
PUB DATE- May 89
NOTE- 27p.; Graduate Seminar paper, Iowa State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Art Activities; *Art Education; College Curriculum; Community Colleges; *Cultural Enrichment; *Curriculum Development; *Fine Arts; Humanities; National Surveys; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; Visual Arts
IDENTIFIERS- *Iowa
An overview is provided of the history and current status of arts education in community colleges in Iowa and across the nation. After a brief history of art programs in higher education, the paper reviews research on course offerings, enrollment trends, student characteristics, and the role of the colleges as community cultural centers. Highlighted findings include the following: (1) a 1988 national study revealed that 80% of American community colleges offered studio art, and approximately 66% indicated that enrollments were increasing; (2) painting, drawing, and design courses replaced art appreciation as the most frequently offered courses; (3) the visual arts accounted for 43% of the entire arts enrollment; (4) in comparison to community college students as a whole, arts students were typically younger, more likely to transfer to a four-year institution, and more likely to speak positively about their college experience; (5) about 4% of the average community college's enrollment each term was in the arts and (6) one in every six students took at least one art class during his/her college career. Next, the paper discusses some of the reasons for and consequences of art education's failure to establish itself securely in higher education and reviews criticisms that have been raised. After discussing the importance of art in developing the "whole" person, the paper discusses ways of strengthening the arts, including the development of interdisciplinary courses, community art education programs, and associate degrees in art. Summary data from a nationwide study of art education and a study of art programs in Iowa are appended. (VVC)

ED 311 963 JC 890 468

Belcher, Marcia J.
CLAST Passing Rates after One Year under the New Cutscores and Extended Timing for Retakes. Research Report No. 89-18R.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Aug 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Achievement Tests; Community Colleges; *Cutting Scores; *Educational Testing; *Minimum Competency Testing; Standardized Tests; State Programs; State Surveys; *Test Results; *Test Score Decline; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; Florida

Cutscores for certifying competence on the College Level Academic Skills Test (CLAST) have been raised three times since the test was implemented in 1982. In 1989, a study was conducted at Miami-Dade Community College (MDCC) to challenge the contention that a vast majority of students taking the CLAST under the largest and most recent jump in cutscores would pass within a year. The study also investigated the effect that increased time limits for retaking the CLAST would have on passing rates. Associate-degree seeking students who took the CLAST for the first time at MDCC in fall 1987 (N=1,089) or fall 1988 (N=2,617) were selected for the study. While 72% of the 1987 group had completed the required mathematics and English curriculum, only 41% of the 1988 group had finished the curriculum. The students' CLAST scores were analyzed in terms of three sets of cutscores: the standards that were implemented in 1986 and remained in effect through 1988; compromise standards that were imposed in 1989; and standards that will be imposed in 1990. Study findings included the following: (1) 72% of the 1987 students passed the CLAST the first time, compared to only 60% of the 1988 group; (2) after 1 year, 84% of the 1987 group and 74% of the 1988 group had passed the test; (3) considering only students who had completed the required curriculum, first-time passing rates were 86% for the 1987 group and 91% for the 1988 group; (4) of those who retook the test, 58% of the 1987 group and 78% of the 1988 group passed, indicating that increasing time limits did help the pass rate; and (5) under 1989 standards, the pass rate for the 1988 group would have dropped from 60% to 35%, while under the 1990 standards only 19% of the students would have passed. Based on study findings, it was concluded that, under the 1990 cutscores, between 30% and 75% of the students would pass all four parts of the CLAST, and that allowing a second year to pass all four parts would only slightly improve the passing rate. Four figures and 20 tables supplement the text. (VVC)

ED 311 583 EA 021 357

Kaplan, George
Who Runs Our Schools? The Changing Face of Educational Leadership.
Institute for Educational Leadership, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Publication Sales, The Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($12.00 prepaid; quantity discounts; $2.00 per copy charge on billed orders).
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Education; *Administrators; *Educational Change; *Educational Quality; Elementary Secondary Education; *Instructional Leadership; Management Development; Minority Groups; School Administration

A changing mix of forces and actors occupy the educational leadershi stage. The fragmentation and curious distribution of decision-making power frustrate the workings of the education system. Twelve articles discuss the nature of the leadership problem: (1) "Education's Unknown Leaders"; (2) "Tribunes for the Schools"; (3) "Few Perks, Little Respect"; (4) "The Working Environment"; (5) "Gurus and Gatekeepers"; (6) "Leadership by Commission"; (7) "The Training Jumble"; (8) "The Teaching Imperative"; (9) "The Inadequate Incubators of Leadership"; (10) "Changing the Mix"; (11) "Three Ticking Time Bombs"; and (12) "A Dozen Propositions." Interspersed throughout the collection are seven profiles of a cross-section of the nation's top educators: Bill Clinto Ronald A. Wolk, Richard R. Green, Marc S. Tucker, Mary Hatwood Futrel Terrel H. Bell, and Joe Clark. (66 references) (SI)

ED 311 692 FL 018 008

Selected Elementary and Secondary Chinese Language Materials: Language Arts and Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 12p.; For documents in this series, see FL 018 009-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Databases; Bibliographic Records; *Chinese; *Classroom Techniques; Elementary Education; *Instructional Materials; Program Descriptions; *Resource Units; Secondary Education; *Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching

This 26-item annotated bibliography is composed of materials for teaching Chinese at the elementary and secondary levels. Materials listed include not only language arts/second language acquisitions but a wide content-area range. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are workbooks, textbooks, writing practice exercises, program descriptions, folktales, stories, and cultural materials. (DJD)

ED 311 771 HE 022 726

Howard, E. Marguerite, Ed.
Academic Year Abroad. An IIE Guide To Study Abroad. 1989/90.
Institute of International Education, New York, N.Y.
PUB DATE- 89
AVAILABLE FROM- IEE Books, 809 United Nations Plaza, New York, NY 1001
($24.95).
NOTE- 410p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Planning; College Students; *Foreign Countries;
Guides; Higher Education; *International Educational Exchange;
International Relations; Student Experience; *Study Abroad; Travel
A guide to planning academic year study abroad by the Institute of International Education (IEE) is presented. It offers relevant items o information on over 1,800 postsecondary study programs in other countries during the academic year. Suggestions on planning for study abroad are included (researching the options, educational choices, travel and living, and IEE-administered programs). Two parts discuss the following: programs sponsored by colleges and universities with U.S. accreditation (worldwide, Africa south of the Sahara, Asia and Oceanic, Europe, Middle East and North Africa, and Western Hemisphere) and programs sponsored by institutions and organizations without U.S. accreditation (worldwide, Asia and Oceania, Europe, Middle East and North Africa, and Western Hemisphere). Information is provided on: overall organization of the program listings; program sponsor and name location; dates; subjects; credit; eligibility; instruction; highlight costs; housing; deadline; and contact. Appended is a list of consorti and guidance on how to read the study-abroad literature. Indexes to both sponsoring institutions and fields of study are provided. (SM)

ED 311 786 HE 022 831

Berrol, Selma C.
Getting Down to Business. Baruch College in the City of New York, 1847-1987. Contributions to the Study of Education, Number 32.
PUB DATE- 89
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Westport, CT 06881 ($39.95).
NOTE- 283p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *College Environment; *Educational Change; Educational History; Educational Planning; Higher Education; Institutional Characteristics; Open Universities; School Attitudes; *School Community Relationship; *Urban Education; *Urban Universities
IDENTIFIERS- *City University of New York Bernard Baruch College

A case study of the unique City University of New York Bernard Baruch College is presented. The school is unique because for 130 years it charged no tuition to most of its students (and even today is cost-free to many) and because its programs have so closely matched the needs of the city of which it is a part. A description is provided of how the school, which started as a free academy to offer training for the clerks and professionals needed in a growing mercantile city, survived through several stages of development to emerge as an independent college in 1968. Nine chapters are as follows: (1) beginnings: from free academy to school of business, 1847-1930; (2) the thirties and forties: growth and conflict; (3) war and postwar: "downtown city," 1940-1955; (4) troubled years for the Baruch School, 1955-1962; (5) a college is born, 1962-1968 (6) first years and a short-term president, 1968-1970; (7) Clyde Wingfield arrives, 1971-1976; (8) the second decade: Cinderella years; and (9) the Segall team in high gear, 1977-1987. (SM)

ED 311 801 HE 022 888

Higbee, Jeanne L.
Orientation Courses: Meeting the Needs of Different Student Populations.
PUB DATE- Jul 89
NOTE- 21p.; Paper presented at the National Conference on Student Retention (Chicago, IL, July 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Basic Skills; *College Freshmen; Course Descriptions; Curriculum Development; Higher Education; *High Risk Students; Orientation Materials; *School Orientation; *Skill Development; *Student Development; Student Placement; Underachievement
A model that includes three distinct syllabi for orientation courses for different subgroups of the college or university freshman population is presented. Among the groups with special needs are underprepared students who may be motivated but need skill development, and underachieving students characterized by untapped potential. One means of fostering involvement with university faculty is through participation in small, highly individualized orientation classes with built-in opportunities for one-on-one contact with the professor outside the classroom. A course for underprepared students needing academic and emotional support and skill development might include topics like setting goals and objectives, time management, note taking, reading comprehension, memory, taking exams, decision making, reducing stress, and mathematics anxiety. Courses for underachievers should focus on instilling the desire to learn within each student. Topics for class sessions should include values clarification, career exploration, time management, health and wellness, reducing stress, creativity, and taking control of life. A third orientation course could be offered to freshmen who are not at risk academically. Topics would include adjusting to college life, developmental tasks of late adolescence and early adulthood, health and wellness, and race and gender issues. This course would not have to be as highly structured as the others. Through application of student development theory to practice, orientation courses can better meet the needs of all freshmen. Contains 22 references. (SM)

ED 311 863 IR 013 982

Scriven, Bruce
Survey of Staff Attitudes to External Studies, 1985. Analysis of Results.
Brisbane Coll. of Advanced Education (Australia).
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; *External Degree Programs; Foreign Countries; Higher Education; *Nontraditional Education; Program Evaluation; Questionnaires; Surveys; *Teacher Attitudes
IDENTIFIERS- Australia
This 1985 survey of staff attitudes toward external studies at Brisbane College of Advanced Education is a follow-up to a 1984 survey, the results of which were reported to college staff in September 1984. Goals of the 1985 survey were to facilitate the detection of new areas of concern and to assess the degree to which success had been achieved in implementing the recommendations of the earlier report. The questionnaire, which was distributed to 95 academic staff members, asked for general information as well as information on the preparation of teaching materials, the teaching process, and administrative procedures. Results based on 49 returned questionnaires are reported, followed by discussions of the results for individual questions. Key issues requiring attention of appropriate staff and recommended actions for each were outlined. These issues include the following needs: (1) provision of a reasonable time allocation for writing lesson materials; (2) assistance with layout, design, editing, and proofreading of instructional materials; (3) allocation of time for teaching external students; (4) ensuring the availability of resources to external students; (5) review of assessment practices; (6) administrative support of staff visits to external students; (7) improvement and advertisement of support services; (8) provision for the incorporation of modern technologies; and (9) informing staff of the role of the External Studies Advisory Committee. A copy of the questionnaire is appended. (GL)

ED 311 892 IR 014 023

Lehner, H.; Weingartz, M.
Konfektionierung und Individualisierung im Fernstudium (Ready-Made and Individualized Systems in Distance Study). Bericht zum ZIFF-Projekt 2.23. ZIFF Papiere-58.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Sep 85
NOTE- 89p.
LANGUAGE- German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; *Individualized Instruction; Instructional Design; *Instructional Systems
IDENTIFIERS- *Fernuniversitat (West Germany)
The typical traits of a ready-made system as well as those of an individualized system are constituent characteristics of distance education. Within the framework set by these qualities and the extent to which they differ from one another, one seeks to achieve the fundamental educational aim of distance students' autonomy. The way institutions see this aim of autonomy is dependent on their respective concept of man. Definition of these concepts allows us to determine what may be or is understood by autonomy. These differing concepts of self (or concepts of man) and of autonomy are objectified in different types of institutions offering predominantly ready-made or predominantly individualized forms of distance study. (82 references) (Author)

ED 311 614 EC 212 835

Bogenschild, Erika Gierl; And Others
A Study of Teacher Attrition. Information on Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 9p.; Prepared by the Supply/Demand Analysis Center. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Predictor Variables; *Special Education Teachers; Statistical Analysis; *Teacher Attitudes; Teachers
IDENTIFIERS- *Wisconsin
Attrition statistics were analyzed for the entire teaching populatio in Wisconsin from 1984-1988. Teachers with provisional certification were more likely to leave teaching than were fully certified teachers during the first 2 years of the study, but during the third year of th study, attrition rates were comparable. Attrition rates of special education teachers were significantly higher than those of general education teachers. The attrition rate for teachers under age 35 was higher than the rate for teachers over 35. Attrition rates of teachers with graduate training were lower than attrition rates of teachers wit undergraduate training only. There were no significant differences in attrition rates among rural and urban teachers. In addition to the statistical analysis, a survey was sent to 400 Wisconsin teachers, including 100 special education teachers and 100 general education teachers who had remained in teaching, and 100 special education teachers and 100 general education teachers who had left teaching; 61% of the teachers completed survey instruments. Factors highly correlate with teachers remaining in the field included: the opportunity to work on and make decisions about curriculum development, administrative support, support from other professionals, and the nature of the first teaching experience. (JDD)

ED 311 631 EC 221 037

Wilkinson, David; Luna, Natalia
A Study of the Referral Process for Special Education Service and Communication/Interaction between Regular and Special Education Teachers. Report to the Special Education Services Committee. Publication No. 86.23.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Feb 87
NOTE- 108p.; Print is small on some forms and will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; Eligibility; *Inservice Teacher Education; Interaction; *Interpersonal Communication; *Referral; *Regular and Special Education Relationship; *Special Education; Special Education Teachers; State Legislation; *Student Placement
IDENTIFIERS- Austin Independent School District TX
The study evaluated the referral for special education services of the Austin (Texas) Independent School District. Recommendations were made for streamlining the process, for improving the communication/interaction between regular and special education teachers, and for classroom instruction. Study results included the finding that referral is a complex legal process that cannot be as quick and responsive as might be desirable, that teachers should receive systematic inservice training about referrals, and that the process is not monitored well. The communication process is seen by some regular and special education teachers to be the responsibility of special education, and procedures are unclear to regular teachers who receive little inservice training in special education processes. Among recommendations are: (1) forms be simpler and computer-printed with available information; (2) inservice training of teachers should explain the referral process, alternatives to special education, and communication with special education teachers; and (3) a structure should be created to ensure the ongoing monitoring and improvement of the referral process. Seven attachments include a special education assessment memo, legal requirements in the referral process, a flow chart of the referral process, referral forms, and the referral timeline. (DB)

ED 311 646 EC 221 053

Lasky, Beth Anne
Advance Organizers as an Instructional Strategy for Bilingual Learning Disabled Students.
PUB DATE- Nov 86
NOTE- 107p.; Ph.D. Dissertation, University of Arizona.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Advance Organizers; Bilingual Students; *Instructional Effectiveness; Intermediate Grades; *Language Dominance; *Learning Disabilities; *Reading Comprehension; *Spanish Speaking; Teaching Methods

This study investigated the effects of advance organizers on the English reading comprehension of six bilingual fifth and sixth grade learning disabled students whose primary language was Spanish. An alternating treatment design was implemented. Following each treatment, the students read an expository text written in English and answered eight comprehension questions based on five levels of a reading taxonomy. Analyses of the data suggest that advance organizers were effective particularly when presented in the dominant language of the student. The five students who demonstrated equal or greater language proficiency in English scored higher when the English advance organizer was compared to the Spanish advance organizer. The student who demonstrated greater language proficiency in Spanish scored higher on the Spanish advance organizer. All students scored higher when the English advance organizer was used in comparison to no advance organizer. Students performed highest on questions at the appreciation and evaluation levels of the reading taxonomy. The study supports the use of advance organizers as an effective instructional strategy and further highlights the importance of considering the student's dominant language in selecting the language for presentation of the advance organizer. (Author/DB)

ED 311 710 FL 018 132

Adams, Carl R.
Information Gaps: The Missing Links to Learning.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Communicative Competence (Languages); Educational Strategies; *English (Second Language); Higher Education; *Information Seeking; Instructional Materials; *Interpersonal Communication; *Learning Motivation; Second Language Instruction; Second Language Learning; *Teacher Developed Materials

Communication takes place when a speaker conveys new information to the listener. In second language teaching, information gaps motivate students to use and learn the target language in order to obtain information. The resulting interactive language use may develop affective bonds among the students. A variety of classroom techniques are available to turn more traditional classroom texts and instructional materials into an interesting challenge for students, especially at the university level. The basic procedures involve providing students with situations in which one student is in a position to say something his partner doesn't know. Through information gaps, each group member plays a vital role in group interactions because each has a vital link in the chain of information to be gathered. These techniques take the form of word games, word deletion, songs and poems, pairwork, small group work, jigsaw compositions, and variations using audiovisual aids. Advantages of the approach include increased classroom interaction and confidence. The principal disadvantage is the amount of time needed for the teacher to adapt existing materials. Some materials that can make this job easier are already available. A list of useful textbooks and video/computer software is attached, and 20 references are cited. (MSE)

ED 311 725 FL 018 167

Berney, Tomi D.; Moghadam, Val
Scholarly Transition and Resource Systems (Project STARS), 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Career Counseling; Computer Science; Curriculum Development; English (Seco Language); French; *Gifted; Guidance Programs; High Schools; *Limit English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Socia Studies; Spanish; Staff Development; *Talent
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project STARS

The Scholastic Transition and Resource System Program (Project STAR sought to identify gifted and talented students of limited English proficiency and provide them with the help needed to succeed in advanced and basic content area and vocational/technical courses. The 1-year, federally-funded program served 321 students at 3 New York Ci high schools. Students received instruction in English as a Second Language (ESL), native language arts (for Spanish- and French-speakin students), content area courses, and career-related courses taught bilingually or with an ESL approach. Noninstructional activities included guidance/career advisement, staff development, parent participation, and curriculum development. Students met program objectives for mastery in ESL but not in content area subjects. Objectives were met for student attendance but not curriculum development. Lack of data prevented determination of whether guidance/career advisement, staff development, or parental involvemen objectives were met. Recommendations for improvement include revision of content area performance objectives to reflect more realistic achievement levels, and improved data reporting in parent involvement staff development, and career advisement. (MSE)

ED 311 830 HE 022 922

Biomedical Research and Technology. A Prognosis for International Economic Leadership. Commission on Academic Medical Centers and the Economy of New England Report .
New England Board of Higher Education, Boston, MA.

PUB DATE- Jun 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biomedicine; Educational Development; *Educational Economics; Educational Finance; Federal Aid; Financial Support; Higher Education; *Medical Research; Medical Schools; Regional Planning; *Research and Development; School Business Relationship; *Technological Advancement
IDENTIFIERS- *New England

The focus of the work of the Commission on Academic Medical Centers and the Economy of New England is the financing competitors strength and future development of academic centers and biomedical companies in New England. Among the findings and recommendations of the Commission are the following: (1) the New England region will require several replacements for the maturing computer industry, and biomedical industries are a strong contender; federal belt-tightening trends now underway could weaken the critical mass of research that leads to new biomedical technology; and the commercialization of U.S. biomedical research is being pulled abroad to Japan and Western Europe. Among the recommendations are that: (1) greater foundation support should be provided for biomedical research projects; and (2) medical-related companies should provide graduate and post-doctoral training fellowships; (3) each New England state should create a biomedical development grant program; (4) the New England states should create their own small business innovation research program to fill the gaps in funding provided under the federal program; and (5) New England municipalities should adopt the model guidelines of regulations governing biotechnological research and manufacturing promulgated by NIH (National Institutes of Health). An appendix lists medical schools and their major affiliated teaching hospitals in New England. (SM)

ED 311 844 HE 022 945

Gallagher, Paul; And Others
Developing Our Human Resources: A College System Approach.
PUB DATE- 12 Jun 89
NOTE- 50p.; Paper presented at the League for Innovation Leadership 2000 Conference (San Francisco, CA, June 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Educational Quality; Excellence in Education; Faculty Development; Foreign Countries; *Human Resources; Labor Force; Personnel; Postsecondary Education; *Research and Development Centers
IDENTIFIERS- Canada; *Human Resources Development Program
The development of human resources is discussed, with its long history in British Columbia noted. In January 1988, a feasibility study was undertaken to investigate establishing an independent center for human resources development (HRD). The six terms of reference for the study were: to determine the degree of interest in and support for a provincial Center for Curriculum and Professional Development; to determine the HRD role including possible programs and curriculum to be fulfilled by the Center; to determine the relationship between the Center and provincial institutes and significant others; to investigate and propose one or more appropriate organizational models for the Center; to identify other potential human resources roles for the Center; and to determine the degree of interest in and support for the activities and structures proposed by the Instructional Development Advisory Committee. Members of a team visited each of 22 campuses for a day, presenting a basic description of HRD programs, asking participants to respond to a questionnaire, and doing small group discussions. Recommendations include: (1) a system initiative should complement, enhance, and supplement the institutional services; (2) there should be a cooperatively governed provincial agency with a unique mandate for HRD for all employee groups; (3) the Center should employ a small staff for core expertise in management and programming but rely on secondments from the field; and (4) the Center should not become another institution with major facilities but remain an office with essential services. It is concluded that HRD is essential in order to continue to provide excellent service to adults in the province. Charts, tables, and maps are included. (SM)

ED 311 907 IR 052 899

Burge, Elizabeth J.; And Others
Interactive Libraries; Dimensions of Interdependence.
PUB DATE- Sep 89
NOTE- 15p.; Paper presented at the International Council for Distance Education Conference (Cambridge, England, September 19-22, 1989). For "Developing Partnerships," see IR 052 893.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Distance Education; Foreign Countries; Higher Education; *Information Networks; Library Instruction; Library Personnel; Library Role; *Library Services; Models; Public Libraries; *Shared Resources and Services; User Needs (Information)
IDENTIFIERS- Ontario

In 1988 a research team at The Ontario Institute for Studies in Education (OISE) completed a study entitled "Developing Partnerships" that documented and analyzed library-based information services for distance education students in Northern Ontario. (The project was funded as part of the Province of Ontario initiative called Contact North/Contact Nord which was designed to promote distance education across Northern Ontario.) That study focused on two dimensions of interdependence in distance education: the learner and the available library services, and the librarian and the distance educator. Focusing on a third level of interdependence--the learner's interdependence with peers and tutors during the actual course of study--this paper describes a conceptual Developing Partnerships model that is designed to operationalize the recommendations of the study. It is noted that the components of the model are familiar, but that the challenge of the model lies in the interdependence of these components. Another challenge--that of exclusion, or inadequate communication between library and distance education staff or students who are "invisible" to library staff--is also explored, and seven key mechanisms from the model are suggested for reducing exclusion and promoting interdependence: (1) program and course planning; (2) services marketing; (3) resources development; (4) professional development; (5) service and materials delivery; (6) technical communications; and (7) data access. It is concluded that quality distance education requires an ongoing relationship between the individuals and institutions, and that it is up to the administrators, teachers, library staff, and students to make these recommendations a reality. (19 references) (SD)

ED 311 922 IR 052 917

Report of the ARL Serials Prices Project. A Compilation of Reports Examining the Serials Prices Problem.
Association of Research Libraries, Washington, D.C.
PUB DATE- May 89
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW Washington, DC 20036 ($60.00).
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Cost Indexes; Economic Climate; Higher Education; *Library Expenditures; *Publishing Industry; *Research Libraries; *Scholarly Journals; *Scientific and Technical Information *Serials

The rising prices of journals and serials--major information sources for academic and research communities--are explored in this work, which presents two contractor reports on the topic. These two reports are introduced by an overview and summary together with recommendations for further Association of Research Libraries (ARL) action, short statements that define the problem and its impacts, and relate ARL's current actions (i.e., the Serials Prices Project) to options for immediate and long-term actions. The first report, "A Study of Trends in Average Prices and Costs of Certain Serials over Time," from Economic Consulting Service, Inc., explores whether serials price increases are warranted, given the cost structure of the publishing industry. It concludes that subscriptions have increased more rapidly than production costs, with a price/cost differential of between 4.5% and 12.9%. In the second report, "Of Making Books There Is No End," Ann Okerson describes the serials crisis as threefold: (1) the consumer problem, i.e., libraries must learn to be vigilant consumers rather than passive archives of everything published; (2) the systemic problem caused by the workings of the publishing industry; and (3) the economist's view of the problem, i.e., serials as a "natural monopoly" product. For the two reports, figures and tables support key points. A summary of the problems and recommendations for ARL action conclude the publication. References are provided for the two reports and concluding section, and appended materials include ARL statistics on serials. (SD)

ED 311 977 JC 890 483

Stuhr, Christian
Policy Development in Adult Education and Training.
Cypress Hills Community Coll., Swift Current (Saskatchewan).
PUB DATE- 88
AVAILABLE FROM- Cypress Hills Regional College, 197-4th Avenue NW, Swift Current, Saskatchewan, Canada S9H 0T7 ($5.00).
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *College Administration; Educational Philosophy; *Educational Policy; *Global Approach; *Policy Formation Postsecondary Education; Social Values; Trustees
IDENTIFIERS- *Canada
Policies for educational institutions reflect social values. However modern Canadian society is pluralistic; many values are held, and often these are in conflict with one another. Neither an appeal to the facts nor reasoned argument will reconcile such conflicts. Policy makers must think globally and act locally to ensure that all levels of society and all age groups are encouraged to participate in the processes of learning and information sharing. Common failings of locally developed policies are: (1) the use of vague or even incoherent language; (2) reliance on faulty assumptions; (3) failure to review and revise policies regularly; (4) policies that provide no guidance to administrators; and (5) failure to monitor policy implementation. By being sure of the facts, honest about assumptions, and clear in language, trustees can make significant progress in policy development. However, they must also take care to ensure that administrators are implementing policies appropriately. The Saskatchewan Association for Lifelong Learning statement on global learning is appended. (VVC)

ED 311 991 JC 890 498

Software Snapshots: Where Are You in the Picture? An Invitation to Community College Faculty.
Intercollegiate Communications Council (EDUCOM), Princeton, N. J.; Miami-Dade Community Coll. District, FL.
PUB DATE- 89
AVAILABLE FROM- League for Innovation in the Community College, 25431 Cabot Road #204, Laguna Hills, CA 92653.
NOTE- 25p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Community Colleges; *Computer Software; *Courseware; Learning Modules; *Material Development; *Teacher Developed Materials; *Teacher Role; Two Year Colleges

Designed to encourage community college faculty to examine the opportunities and responsibilities for educational software development and use, this booklet offers an overview of the steps involved in developing quality software. After reviewing some of the innovative uses of software in education, the booklet focuses on the readers' goals for their own teaching and for their students' learning to help them assess their readiness to integrate teaching and technology. In the next section, guidelines are provided for searching for, selecting, using, and adapting existing educational software. After urging instructors to start with a simple module, the booklet outlines the six stages in software development: (1) analysis of the objectives of the project, the approach, and the hardware/software requirements; (2) program design; (3) programming; (4) preparation of documentation, including a student guide and instructor's manual; (5) evaluation and debugging; and (6) maintenance. Alternatives to working alone on development projects are discussed next, including serial, collaborative, and parallel teams. After comparing the use of general purpose languages, authoring languages, and authoring systems, the booklet warns of the time commitment needed for serious software development. Issues to be considered before embarking on a software development project are also addressed, including institutional priorities, hardware/software choices, and the software marketplace. Finally, the intrinsic and extrinsic benefits of software development are reviewed. A list of associations, non-commercial software distributors, journals, and bulletin boards is attached. (AYC)

ED 311 663 EC 221 079

Haltom, Carl M.; Dillon, Edward J.

Compendium of General Guidelines for the Development of Programs of Special Education and Related Services for Children and Youth with Handicapping Conditions.

Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
PUB DATE- 80
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptiv (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Delivery Systems; *Disabilities; Educational Diagnosis; Elementary Secondary Education Handicap Identification; *Inservice Teacher Education; Preschool Education; *Program Development; Program Implementation; *Special Education; *State Standards; Student Placement
IDENTIFIERS- *Delaware

These guidelines address the development and implementation of sound cost-effective programs of special education, related services, and in-service staff development in Delaware schools. The goals of the guidelines are to provide a stimulus for the state-wide development of (1) realistic and precise individualized education programs (IEPs) for all severity levels of handicaps; (2) a full continuum of on-site programs able to deliver effectively and flexibly the special educatio and related services required by IEPs; and (3) a manpower development system which fosters dynamic professional growth. The handicapping conditions covered include: learning disabilities, physical impairment mental retardation, speech and language deficits, hearing impairments specific visual impairments, deaf-blind impairments, social/emotional maladjustments, autism, and mild handicapping conditions (ages 4 to 6) A common format for discussion of each handicapping condition was established, as follows: nature of the exceptionality; the educational challenge; bases for placement in mainstream or specialized settings; the delivery of special education and related services (identification and diagnosis, the Individual Education Program, and program structure staff professional growth (focusing on specialized interdisciplinary systems such as special schools and institutional settings as well as mainstream continuum of services including regular classes, resource rooms, and special classes); references; and glossary. (JDD)

ED 311 693 FL 018 009

Selected Elementary and Secondary French Language Materials: Language Arts. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 47p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; *Class Activities; *Classroom Techniques; Curriculum Guides; Elementary Education; *FLES; *French; Immersion Programs; *Instructional Materials; Language Skills; Program Descriptions; *Resource Units; Secondary Education; Second Language Instruction; Short Stories; Vocabulary Development; Workbooks
; IDENTIFIERS- Flashcards

This 129-item annotated bibliography is composed of materials for teaching French language arts at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are curriculum guides, workbooks, program descriptions, vocabulary development activities, supplementary teaching materials, collections of short stories, and activities that use flash cards. (DJD)

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ED 311 741 FL 018 191

Farquharson, Molly
Learning Styles of Arab Students in EFL Classrooms.
PUB DATE- 11 Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; *Cognitive Style; College Students; *Cultural Traits; *English (Second Language); Foreign Students; Higher Education; *Learning Strategies; Teacher Role; Teacher Student Relationship
The learning styles and strategies of Arab students in intensive language programs in the United States are discussed. Theory on the role of culture in learning and in the development of cognitive style is reviewed. Related aspects of Arab culture are examined, including the roles of oral and written language use, child-rearing, student behavior, and the importance of respect in the classroom. Characteristics of classroom instruction and attitudes toward achievement in the Middle East are described. It is concluded that English-as-a-Second-Language teachers must recognize and respect the cultural differences of Arab students, and meet these differences in a constructive manner. (MSE)

ED 311 756 HE 022 561

Student Housing at Ontario Universities: Study, Report and Recommendations.
Council of Ontario Universities, Toronto.
PUB DATE- May 89
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Housing; Facility Inventory; Facility Utilization Research; Financial Support; Foreign Countries; Higher Education; *Housing Needs; Political Influences; Program Administration; *Public Policy; State Surveys; Universities
IDENTIFIERS- *Ontario

A study of Ontario's university student housing was undertaken to provide a province-wide information base, relate student housing to the universities' educational mission, review the legislative context, analyze statistics on demand and supply, describe institutional structures for managing housing, and assess the adequacy of government policies for financing residences. The results of the study are presented. Recommendations are made concerning: the universities' articulation of policy objectives for university-provided student housing, including refinement of residence mission and off-campus housing statements, evaluating institutional housing supply-and-demand situations for system-wide compilation, reviewing residence priority policies, reviewing data for inclusion in an ongoing database, offering a training program for new employees in university housing operations, and giving attention to cooperation with local government concerning off-campus housing quality; functions of the Ontario Association of College and University Housing Officers, including development of a campus housing statement of purpose, development of a statement of desirable off-campus housing characteristics, developing a new employee training program, offering an annual training session for new-employee trainers, and formalization of structure; and functions of the Council of Ontario Universities, including initiation of discussions with student groups and maintaining a database. (MSE)

ED 311 816 HE 022 908

Lynch, David M.; Bowker, Lee H.
The Status of Adult and Continuing Education within American Institutions of Higher Learning.
Indiana Univ. of Pennsylvania. Inst. for Advanced Research.
PUB DATE- 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; Administrator Role; *Adult Education; College Administration; College Faculty; *Continuing Education; *Deans; Educational Quality; Faculty Evaluation; Higher Education; Institutional Characteristics; Job Satisfaction; Merit Pay; National Surveys; Resource Allocation; Tenure

Data gathered from a national survey on the status of adult and continuing education in the United States are presented. Chapters cover: continuing education in 410 institutions of higher education (description of the sample, relationships among institutional characteristics, staffing patterns, and support for grants acquisition) the continuing education deanship (personal backgrounds of the deans, job structure, evaluation of the deans, faculty advisory committees, what deans do on the job, satisfactions and frustrations of the deans, and careers, institutions, and futures); teaching and teachers (funding for excellence, tenure, merit salary increases, the dean's teaching revisited, and teaching and unionization); and program quality in continuing education: the dean's perspective (program quality and program evaluation, the dean's impact on quality, and resource allocation). Among the conclusions are that: one in five institutions has the dean as the sole continuing education professional administrator; graduate degrees earned by continuing education deans include doctorates (70%) and other advanced degrees (3%); 54% of the deans experience an annual evaluation; the most general satisfaction for the deans is meeting community and student needs for programs; just over 50% of the chief academic officers in continuing education report teaching at least one course per year; teaching is the most important factor in tenure decisions for faculty working in continuing education; and teaching quality is the factor most frequently reported as very important in the dean's assessment of continuing education. (SM)

ED 311 878 IR 013 997

Stuck, M. F.

The "How To's" of Using Word Processors and Database Managers with Qualitative Data: A Primer for Professionals.

PUB DATE- 28 Mar 89
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Analysis; *Database Management Systems; Ethnography; Interviews; *Microcomputers; Participant Observation; *Qualitative Research; *Word Processing

This guide provides an introduction to the use of microcomputers with qualitative data. It is deliberately non-specific and rudimentary in order to be of maximum benefit to the widest possible audience of beginning microcomputer users who wish to analyze their data using software that is not specifically designed for qualitative data analysis. The tools (word processors and database managers) and the techniques for using each of these types of software are described using examples from an actual study which utilized these two types of software. The data input process is described in relation to the theoretical concerns of qualitative data analysis. Retrieval needs are also discussed. A glossary of computer-related terms and a 22-item bibliography are included. Three appendixes present coding form/design, codes and definitions, and examples of completed forms, all for PFS:FILE. (Author/GL)

ED 311 937 IR 052 936

Vaughan, Anthony, Comp.
International Reader in the Management of Library, Information and Archive Services.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
PUB DATE- Dec 87
NOTE- 651p.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Comparative Analysis; Curriculum Design; Developing Nations; Higher Education; *Information Management; *Information Services; *International Cooperation; *Library Administration; Library Associations; Library Education; Program Costs; Systems Development

Compiled for the benefit of library, archive, and information science schools for use in their information services and systems management courses, this reader is not meant to replace the already existing standard textbooks on this subject, but to provide a more international perspective than textbooks written with the information services of one particular country in mind. The 57 articles in this collection are divided into seven categories: (1) Management, Information, and Development (includes administration in developing countries and a case study on the management of information in China); (2) Managing Information: Introduction (covers management of an information service and record management); (3) Planning the Service (includes state and local constraints on planning, public relations, needs of users, and marketing); (4) Organization and Control (covers organization and communication, specialization in information work, centralized vs. decentralized services, and self-management in the information service); (5) Management of Staff (covers personnel administration, human relations in personnel administration, career opportunities, the job description, recruiting and supervising staff, training and developing staff, appraisal of staff, technical and junior staff, human problems in information work, participatory management, and workers' councils and trade unions); (6) Management of Financial and Physical Resources (covers budgeting, security, and the design of library and archive buildings); and (7) Evaluation and Change (includes evaluation of effectiveness and three specific examples of evaluations). Flowcharts and/or references are provided in individual articles. (SD)

ED 311 950 JC 890 452

Miles, Curtis
Disciplinary versus General Competence: Coming Curricular Revolution? The Example of Teaching Thinking. Southern Association of Community, Junior, and Technical Colleges Occasional Paper, Volume 7, Number 1.
Southern Association of Community and Junior Colleges.
PUB DATE- Oct 89
AVAILABLE FROM- Southern Association of Community, Junior, and Technical Colleges. Occasional Paper Series, Piedmont Technical College, P.O. Drawer 1467, Greenwood, SC 29648 ($3.00 per issue).
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Core Curriculum; *Critical Thinking; *Curriculum Development; Educational Needs; General Education; *Instructional Innovation; Learning Processes; Teaching Methods; Two Year Colleges

Although the nation's two-year college movement has been largely successful in providing higher education to a broad range of people, new barriers are emerging to the performance of this function. The problem is evident in the fact that increasing numbers of students neither enter nor leave the educational system with the competencies necessary for effective performance as workers, students, family members, and citizens. The solution lies with integration of content and general instruction, and stressing thinking skills across the curriculum. The process of thinking combines those conscious and unconscious mental tools and strategies used when reacting to a choice. Teaching thinking will not interfere with the amount of course content which needs to be taught, it will simply redefine and restructure the delivery of a two-year education. Rather then memorizing or ignoring complex problems, students trained in critical thinking would reflect, explore, examine, discuss, and defend their insights and mental processes. Students with the ability to think will meet the growing demand for competent communicators, thinkers and learners. (VVC)

ED 311 964 JC 890 469

Prather, George; And Others
Interdistrict Student Flow: Los Angeles and Neighboring Community College Districts.
Los Angeles Community Coll. District, CA. Office of Research, Planning and Development.
PUB DATE- Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Finance; Enrollment Influences; Enrollment Rate; *Enrollment Trends; *Feeder Patterns; Interdistrict Policies; Place of Residence; *Residence Requirements; School District Size; *Student Characteristics; *Student Mobility; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA
Between 1978 and 1988, as district residence requirements were liberalized for California community college attendance, enrollments in the Los Angeles Community College District (LACCD) declined sharply. A study was conducted to track the interdistrict flow of students between 1981 and 1987 within the context of total enrollment changes since 1975. Study findings included the following: (1) the outflow of students from the LACCD increased from fall 1981 through fall 1987, but at a rate of only 2% between 1985 and 1987, compared to a 50% increase between 1981 and 1985; (2) 21,607 district residents attended non-LACCD colleges in 1981, 25,189 in 1983, 32,477 in 1985, and 33,221 in 1987; (3) the inflow of students to the LACCD remained fairly stable between 1981 and 1987, with 5,930 non-district residents enrolled in 1981, 6,063 in 1983, 5,080 in 1985, and 5,808 in 1987; (4) LACCD residents who attended community colleges outside of the district tended to be somewhat younger, and were more likely to be full-time, transfer-oriented students; (5) between 1981 and 1987, the ethnic distribution of outflow students moved much closer to that of the LACCD enrollees as a whole; (6) 26% of all LACCD residents attending any community college were enrolled outside of the district; (7) by the time of the study, several neighboring districts had become dependent on LACCD residents for the maintenance of their own enrollments, with neighboring colleges drawing from 58% to 20% of their students from the LACCD; and (8) the theoretical revenue losses to the LACCD resulting from large outflow imbalances were estimated at $45 million in 1987-88. Eight figures and eight data tables supplement the text. (VVC)

ED 311 600 EA 021 383

Harper, Suzanne
School Crisis Prevention and Response. NSSC Resource Paper.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Sep 89
AVAILABLE FROM- Publication Sales, National School Safety Center, 1683 Ventura Boulevard, Suite 200, Encino, CA 91436 ($3.00).
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Community Programs; *Crime; *Crime Prevention; Crisis Intervention; Elementary Secondary Education; *Law Enforcement; *Police School Relationship; *School Safety; *School Security; Victims of Crime; Violence
IDENTIFIERS- *National School Safety Center
The possibility of an armed intruder, serious bomb threat, or suicid cluster may seem remote, but even without a major crisis, schools are subjected to a number of other potentially disruptive events. Each yea three million crimes are committed on school grounds, and on any given day an estimated 100,000 students carry a gun to school. Being prepare for crises can enhance the school's effectiveness in responding to smaller incidents. General preventative school security measures recommended by the National School Safety Center include: (1) limiting grounds access during the school day; (2) developing a comprehensive crisis management plan; and (3) establishing a communications network that links classrooms, the schoolyard supervisors, and the central office with local law enforcement and fire departments. In the aftermath of a crisis, a counseling center should be set up to help students through the grief process and to handle symptoms of posttraumatic stress. To prevent suicide clusters (a group of suicides that occur close together in time or space within a community) school officials must coordinate community agencies and learn the most psychologically effective ways to handle a student's death. This document contains several school-related crime newspaper articles. (13 references) (KM)

ED 311 678 EC 221 096

Zero to Three: Bulletin of the National Center for Clinical Infant Programs. Volume IX, Nos. 1-5, September, 1988-June, 1989.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Jun 89
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 15th St., N.W., Suite 912, Washington, DC 20005 ($18.00 per year).
NOTE- 155p.; For volumes 7 and 8, see EC 221 094-095.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Developmental Disabilities; Diseases; *Drug Abuse; *Early Intervention; Group Homes; Handicap Identification; Infants; *Institutionalized Persons; *Parent Education; Preschool Education; Special Health Problems; Young Children
IDENTIFIERS- *Pain

Five bulletins of the National Center for Clinical Infant Programs provide articles with the following titles and authors: "Motor Control as a Resource for Adaptive Coping" (G. Gordon Williamson et al.); "Fostering Emotional and Social Development in Infants with Disabilities" (Stanley Greenspan); "Dramatic Responses in a Safe Space Helping Parents to Reach Difficult Babies" (Victor Bernstein); "Standards of Practice and the Pain of Premature Infants" (Jill Lawson); "Comfort Measures for Infant Pain" (Rosemary Campos); "Managing Pain in Young Children: A Pediatrician's Perspective" (David Howell); "Conceptualizing Screening Models for Developmentally Disabled and High Risk Children and Their Families" (Thomas Kochanek); "Infants in Institutions Revisited" (Sally Provence); "The Infant and Toddler Therapeutic Shelter: A Secure Base" (Sheila Anderson); "Transitional Group Homes for Children with HIV: Support for Children, Families, and Foster Parents" (Michele Granger et al.); "Forming Human Connections in Shelters for Homeless Women and Children" (Nancy Boxill); "The Professional Use of Self in Prevention" (Judith Bertacchi and Julie Coplon); "Recurring Questions for Family Support Practitioners" (Marilyn Segal et al.); "The Effectiveness of a Feeding Support Group as an Adjunct to Other Therapies in an Early Intervention Program" (Lisa Ingelfinger Harris); "Parent Training from the Speech-Language Pathologist's Perspective: A Case Study" (Sherri Coughlin et al.); "Drug Exposed Babies: Research and Clinical Issues" (Donna Weston et al.); "The Development of Young Children of Substance-Abusing Parents: Insights from Seven Years of Intervention and Research" (Judy Howard et al.); "Serving Drug-Involved Families with HIV Infection in the Community" (Geneva Woodruff et al.); and "Promoting the Health and Development of Drug-Exposed Infants through a Comprehensive Clinic Model" (Barbara Tittle and Nika St. Claire). (DB)

ED 311 772 HE 022 764

Delworth, Ursula; And Others
Student Services. A Handbook for the Profession. Second Edition.
PUB DATE- 89
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 350 Sansome Street, Sa
Francisco, CA 94104 ($32.95).
NOTE- 670p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrators; College Students; Educational Assessment
Faculty Advisers; Guidance Programs; Higher Education; Information
Systems; *Outcomes of Education; Planning; School Counseling; Staff
Development; Student College Relationship; *Student Development;
*Student Personnel Services; *Student Personnel Workers

Updated information is presented on various student services to provide student service professionals with ideas for successfully planning, coordinating, delivering, and evaluating student services programs. Six sections contain 24 chapters as follows: (1) profession roots and commitments--"Historical Foundations of Student Services (R Fenske); "Evolution of the Student Services Profession" (R. Fenske); "Guiding Standards and Principles (H. Canon); "Legal Issues Confronti Student Affairs Practice" (M. Barr); (2) theoretical bases of the profession--"Student Development" (R. Rodgers); "Interaction of Students and Campus" (L. Huebner); "Organizational Concepts and Influences" (G. Kuh); (3) roles and models for practice--"Designing a Managing Programs: The Administrator Role" (D. Ambler); "Guiding, Supporting, and Advising Students: The Counselor Role" (L. Forrest); "Fostering Intellectual and Personal Growth: The Student Development Role" (R. Brown); "Creating a Climate for Successful Student Development: The Campus Ecology Manager Role" (J. Banning); (4) essential competencies and techniques--"Assessment and Evaluation" (D Lenning); "Teaching and Training" (H. Fried); "Counseling and Advisin (R. Winston); "Consultation" (J. Gallessich); "Program Development" (Morrill); (5) organizing and managing programs and services--"Issues Influencing the Organization of Student Affairs" (A. Sandeen); "Planning and Budgeting" (J. Schuh and S. Rickard); "Managing Data an Information Resources" (D. Kalsbeek); "Using Information Systems for Decision Making and Planning" (D. Madison, L. Benedict, W. Weitzer); "Enhancing Staff Knowledge and Skills" (J. Dalton); and (6) emerging roles and opportunities--"Current Challenges: Maintaining Quality Ami Increasing Student Diversity" (R. Fenske and M. Hughes); "New Opportunities: How Student Affairs Can Contribute to Outcomes Assessment" (T. Erwin); and "Future Directions: A Vision of Student Services in the 1990s" (U. Delworth and G. Hanson). (SM)

ED 311 864 IR 013 983

Scriven, Bruce
Teaching Externally. A Handbook for the Guidance of Staff. 2nd Editio
Brisbane Coll. of Advanced Education (Australia).
PUB DATE- Mar 86
NOTE- 64p.; Appended materials printed on colored paper may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classro Use (for Administraive and Support Staff, and for Teachers, Parents Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Distance Education; Educational Planning; *External Degree Programs; Faculty Development; Faculty Handbooks; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; *Material Development; Measurement; Media Selection; *Nontraditional Education; Teacher Developed Materials
IDENTIFIERS- Australia
This guide was prepared for staff members responsible for preparing materials for a program of external teaching at Brisbane College of Advanced Education. It includes information on the planning, development, and production of teaching units, including instructiona design guidelines for: clarifying goals and objectives; maximizing student motivation; relating new knowledge to previous knowledge; providing feedback; promoting both long-term retention and transfer o learning; and selecting media. Also provided are policy guidelines fo (1) dispatching materials to students; (2) submitting drafts of instructional products to editors and typists; (3) using copyrighted materials; (4) managing instruction; (5) grading students' work; (6) planning study schools; and (7) selecting textbooks and reference books. Documents related to these guidelines are appended. (GL)

ED 311 893 IR 014 188

Anbar, Michael; Anbar, Ada
The "Understanding" of Natural Language in CAI and Analogous Mental Processes.
PUB DATE- Jun 88
NOTE- 8p.; Paper presented at the Symposium on the Engineering of Computer-Based Medical Systems (Minneapolis, MN, June 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Clinical Diagnosis; *Cognitive Processes; Communication (Thought Transfer); *Communication Disorders; Computer Assisted Instruction; Computer Simulation; Higher Education; Medical Schools; *Microcomputers; *Models; Tests
IDENTIFIERS- Clustering (Learning); *Natural Language; Parallel Processes
This paper argues that the use of unrestricted natural language (UNL) interaction is essential in computer-assisted instruction aimed at teaching clinical decision making, and in interactive tests that emulate oral examinations. Knowledge about the scope and limitations of computerized UNL interaction gained during the development of the authoring tool CASIP (Computer Assisted Socratic Instructional Program) serves as the basis for a discussion of the factors involved in teaching a computer to understand natural language, including the conceptual gap between computer languages and human natural languages, and how a computer can be programmed to understand the meaning of sentences. An analogy is then drawn between CASIP and communication between humans and the discussion focuses on three questions: (1) whether this analogy exists because CASIP has been programmed to follow the pattern of human communication; (2) whether this analogy is coincidental given the assumption that mental processes proceed in parallel while CASIP's understanding of UNL is a linear process; and (3) whether this computer-based model represents a preferred way to the understanding of natural language by both humans and machines. A discussion of the potential of the computer's UNL interactive program model for the study of impairments in human communication concludes the report. (15 references) (CGD)

ED 311 978 JC 890 484

Spicer, Scot L.; And Others
Statewide Survey of ESL Student Populations: Overview.
Glendale Community Coll., CA.
PUB DATE- Nov 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Cultural Differences; Cultural Isolation; *English (Second Language); *Ethnic Groups; Limited English Speaking; Questionnaires; *Second Language Instruction; State Surveys; Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In spring 1989, 25 community colleges conducted a survey of their English-as-a-Second-Language (ESL) students to project the need for ESL services at institutional and statewide levels, and to assess students' existing and desired levels of English proficiency, and the time and resources needed to achieve the desired level. In addition, the study sought to investigate the relationship between the students' use of existing programs and ESL instruction. Data from 10 major ethnic groups were examined. Study findings, based on responses from 13,076 ESL students, included the following: (1) 4,380 of the respondents were Mexican, 1,369 Chinese, 1,268 Central American, 1,163 Vietnamese, 621 Armenian, 593 South American, 473 Japanese, 446 Korean, 422 Persian, and 327 Laotian; (2) the gender make up of the groups varied widely, with women predominating among Armenians, Chinese, Persians, Japanese, Koreans, and South Americans, and men predominating among Laotians, Vietnamese, and Mexicans; (3) the percentage of students not working ranged from a low of 18% for Central Americans to a high of 74% for the Japanese; (4) among Korean, Japanese, Persian, and South American respondents, less than 10% had 6 years of prior schooling or less, while 69% of the Laotians and 39% of the Mexicans had less than 7 years of schooling; (5) Amnesty students were twice as likely to have had 6 years or less of schooling before entering the United States as the overall sample; (6) all groups exhibited a high level of cultural and linguistic isolation; and (7) in general, respondents had little contact with agencies that provide support to immigrants, though sizable proportions of Mexican and Central American students were involved with Amnesty programs. Item-by-item survey responses are appended. (JMC)

ED 311 584 EA 021 360

Millman, Monica Lamar
A Case for Alternative Schools: A Look at Students Achievement in Self-Paced Programs.
PUB DATE- Jul 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; High Schools; *Individualized Instruction; *Instructional Effectiveness; Learning Strategies; *Nontraditional Education; *Pacing; Physical Sciences; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Texas
A comparison was made between student achievement in traditional and alternative schools in the Aldine Independent School District during the 1988-89 school year. Aldine Contemporary Education Center (ACE), the alternative school studied, is located in Houston, Texas, and is one of a growing number of high schools that practice adaptive education in the form of an alternative school program. The educational program at ACE provides flexibility in time scheduling, course content, and elective selection. Students work at their most efficient speeds and progress as rapidly as their abilities will allow. Students participating in this study were enrolled in a regular physical science course. All students took the same 40 item physical science test. Findings indicated that the alternative school program at Aldine's ACE was successful in improving student achievement. The highest mean scores were obtained by the students at the alternative school. A variance and a multiple classification analysis is appended. (8 references) (SI)

ED 311 787 HE 022 833

D'Amicantonio, John
Evaluating Library Faculty.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Evaluation Methods; *Faculty Evaluation; Higher Education; Labor Turnover; *Librarians; *Library Personnel; *Peer Evaluation; Professional Development; Promotion (Occupational); Tenure
IDENTIFIERS- California State University Long Beach
The current procedures for evaluating library faculty at California State University Long Beach, are examined. Librarians with faculty status should be evaluated in a method similar to teaching faculty (i.e., peer review), and it is necessary to adapt the retention, tenure and promotion (RTP) document currently used in California State Universities to accomplish this. The current RTP document as it applies to issues of library faculty status and the effectiveness of the current evaluation procedures are discussed. Because librarians use skills that differ from the teaching faculty's, judging their performance can be difficult. The RTP document at California State University Long Beach tries to avoid these problems by carefully indicating the skills to be measured. The same procedures, adapted elsewhere in the state, may be useful in developing an evaluation process that will further enhance the effectiveness of librarians. Evaluating librarians by peer review is not only effective, but necessary to the professional development of the individual. Librarians can and should be evaluated using the same RTP document as teaching faculty with appropriate changes made. (SM)

ED 311 802 HE 022 889

The Corporate Investment in Higher Education. State and National Trend in Gift and Tax Support. 1989 Edition.
Foundation for Independent Higher Education.; National Inst. of Independent Colleges and Universities, Washington, DC.
PUB DATE- 89
AVAILABLE FROM- The National Institute of Independent Colleges and Universities, Suite 750, 122 C Street, N.W., Washington, DC 20001-2190 (free).
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; *Corporate Support; Donors; *Educational Finance; *Higher Education; Industry; Private Colleges; *Private Financial Support; Public Colleges; *School Business Relationship; Taxes

The second edition of a report on state and national trends in corporate investments in higher education focuses on the changes taking place in the support of colleges and universities by corporations and businesses. It includes both tax generated support and direct gifts. Trends between 1979-80 and 1986-87 are examined. Study findings for 1986-87 include the following: total corporate support of higher education through gifts and taxes amounted to $12.3 billion; public institutions received close to 10 times more total corporate support than independent colleges and universities; on a per-student basis total corporate support was almost three times as high for each student attending a public institution as it was for each student attending an independent college or university; corporate gifts as a proportion of total corporate support rose from 8% in 1979-80 to 12.7%; corporate gifts represented 21.4% of total voluntary giving to higher education; as public colleges seek more private money, patterns of voluntary giving by businesses and corporations suggest a shift away from independent colleges and universities; most of the corporate funds for higher education come through taxes or nonvoluntary support; and most state and local government tax subsidies benefit public colleges and universities. (SM)

ED 311 615 EC 212 836

The Supply of Minority Teachers in the United States and Percentages of Minority Teachers in the Work Force. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 7p.; Prepared by the Supply/Demand Analysis Center. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Educational Trends; Education Majors; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Teacher Supply and Demand

This paper on the supply of minority teachers in the United States is drawn from a report of the Florida Education Standards Commission titled "Minority Teachers for Florida's Classrooms: Meeting the Challenge." The paper cites the underrepresentation of minority groups among the nation's teachers and the trend toward increasing underrepresentation. Declines are reported in the number of bachelor's degrees in education awarded to minority students and the number of teacher education majors from ethnic groups. Teacher certification examinations are cited as the greatest single barrier to the entrance of minorities to the teaching profession. Reasons for low black representation in teacher education programs include the lower percentage of black high-school graduates who attend college, the higher standards of college admission which exist today, and minority students' lack of academic background and preparation for college. A list of 13 references is included. Appended is a separate single-page fact sheet containing statistical data extracted from a National Center for Education Statistics publication, "Background and Experience Characteristics of Public and Private School Teachers," for 1984-85 and 1985-86, respectively. (JDD)

ED 311 632 EC 221 038

Language Arts: Programming Suggestions for Hearing Impaired Students in Elementary Schools. Recommended Resources by the Alberta School for the Deaf.

Alberta Dept. of Education, Edmonton.; Alberta Education Response Centre, Edmonton.

PUB DATE- 89
AVAILABLE FROM- Alberta Education Response Centre, 6240-113 St., Edmonton, Alberta T6H 3L2, Canada.
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; Elementary Education; *Elementary School Curriculum; *Evaluation Methods; Foreign Countries; *Hearing Impairments; *Individualized Instruction; Instructional Materials; *Language Arts; *Mainstreaming; Reading Instruction; Spelling Instruction; Teaching Methods
IDENTIFIERS- *Alberta

The monograph is designed to assist program planning teams in developing language arts programs for hearing-impaired students in regular classrooms. Topics discussed include promising instructional strategies, description and evaluation of materials, and effective assessment instruments. The first section on instructional strategies covers facilitating individualized services for hearing-impaired students in the regular classroom, basal readers, reading strategies, suggestions for teaching spelling and vocabulary, strategies for developing written English competence, and games for learning language arts. The next section, on materials developed for hearing-impaired students, offers descriptions and evaluations of the following materials or computer programs: "Apple Tree" Language Program; "Communicative Competence" (a functional pragmatic language program); "Many Meanings" (a multiple meaning workbook); "Reading Milestones"; "TSA Syntax Program"; and "T-Language Kits." Ten recommended readings on language arts are listed, as is a booklet on hearing aids. The extensive appendix is a guide to the assessment of communication skills. Guidelines for evaluation of language and reading problems are followed by recommendations for the selection of assessment instruments and summaries of 15 instruments. Each summary includes title, source, a description, uses, problems, and advantages and disadvantages. (DB)

ED 311 647 EC 221 054

The Prevalence of Mental Disabilities and Handicapping Conditions among Juvenile Offenders. Final Report.

National Center for State Courts, Williamsburg, VA. Inst. on Mental Disabilities and the Law.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Jun 87

NOTE- 155p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Delinquency; *Incidence; *Learning Disabilities; *Mental Retardation; Meta Analysis; Research and Development; Secondary Education; Theory Practice Relationship

The study was designed to provide policymakers, administrators, and practitioners with reliable prevalence estimates of mental retardation, learning disabilities, and other handicapping conditions exhibited by juvenile offenders in order to guide fiscal and programmatic decision making. The research included five steps: (1) a literature search resulting in a bibliography of 310 entries; (2) the selection, review, and description of 58 empirical studies; (3) the rating of the studies in terms of sample size, sample methods, gender and ethnicity, data source, instruments, definitions, assessment methods, and evaluators; (4) estimation of the prevalence of handicapping conditions in various categories; and (5) identification of possible relationships that explain the wide range of prevalence estimates cited in the literature. Prevalence of handicapping conditions among younger offenders was found to be 35.6% for learning disabilities and 12.6% for mental retardation. Much of the document consists of comprehensive descriptions of the articles included in the meta analysis. (Author/DB)

ED 311 694 FL 018 010

Selected Elementary and Secondary French Language Materials: Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 22p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Instruction; Bibliographic Records; *Classroom Techniques; Cultural Education; Curriculum Guides; Elementary Education; *French; *Instructional Materials; Lesson Plans; Mathematics Instruction; Program Descriptions; *Resource Units; Science Instruction; Secondary Education; Second Language Instruction; Social Studies; Teacher Education; Vocabulary Development; Workbooks
IDENTIFIERS- *Content Area Teaching

This 58-item annotated bibliography is composed of materials for teaching French in the content areas at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes curriculum guides, maps, workbooks, program descriptions, vocabulary development activities, information about teacher training programs, audiovisual materials (filmstrips, cassettes), songs, sample lesson plans (for social studies, mathematics and science), textbooks, and cultural materials. (DJD)

ED 311 711 FL 018 140

Dolly, Martha Rowe
Conversation Management in the Dialogue Journals of Adult ESL Students
PUB DATE- Aug 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Students; Classroom Techniques; *English (Second Language); Higher Education; *Interaction; *Interpersonal Communication; *Journal Writing; Language Research; Second Language Instruction; Second Language Learning; Statistical Analysis; *Student Participation; Teacher Role
IDENTIFIERS- *Dialogue Journals
Recent second language acquisition research has shown that language learners must interact with more competent speakers in order to learn to manage conversation. Such interaction is rare in second language classrooms, but dialogue journal writing, written interaction that shares some of the features of oral conversation, allows for conversational collaboration and encourages the learner to assume substantial responsibility for conversation management. A study analyzed the amount of responsibility students of English as a Second Language (ESL) assume for advancing and repairing the written conversation in dialogue journals. A procedure based on research in conversational analysis was developed to analyze the patterns of "giving" and "soliciting" in the journals of 12 adult ESL students and their native English speaking conversational partner. This quantitativ analysis was supplemented by a qualitative interpretation of the journals of four students of similar linguistic proficiency. The quantitative results showed that the teacher's interaction with the students was consistent, whereas students' interactional patterns varied greatly. The findings suggest that the more active participants are those who make moderate use of each type of conversational "move." The qualitative analysis explains the great variation in level of conversational responsibility shown by four students of high linguisti proficiency. Sample dialogue journal excerpts are appended. (Author/MSE)

ED 311 726 FL 018 168

Berney, Tomi D.; Friedman, Grace Ibanez
State Incentive Grants: Language Development Support Systems; Intensive Second Language Development for CAR Schools; Curriculum Development Project, 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 27p.; For 1986-87 report, see ED 298 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Curriculum Development; Elementary Education; *English (Second Language); Inservice Teacher Education; *Intensive Language Courses; *Low Achievement; Program Effectiveness; *Program Evaluation; Program Implementation; Second Language Programs; Staff Development
IDENTIFIERS- *New York City Board of Education
Three New York City public school projects funded by the New York State Education Department's Bureau of Bilingual Education had the common goal of improving the quality of instruction in schools that the state's Comprehensive Assessment Report (CAR) had designated as needing special assistance for raising low student performance levels. The Language Development Support Systems (LDSS) provided instruction in computer literacy and English as a Second Language (ESL) to third through sixth grade unentitled language minority students at one Bronx and one Manhattan public school, and in-service training to teachers who served pupils in these schools. This project was delayed by theft of equipment. The project did not meet the student achievement objective, and met only one staff development objective. The Intensive Second Language Development for CAR Schools provided citywide workshops for ESL coordinators, special education coordinators, and curriculum/instructional personnel at CAR schools and, by request, workshops for classroom teachers. This project was fully implemented and met its staff development objective. The Curriculum Development Project used the services of a linguist to update and revise previously-written curriculum guides. This project could not be fully assessed. Recommendations for improvement include provision of adequate storage and work space and additional security measures for the LDSS program. (MSE)

ED 311 742 FL 018 192

Teacher Handbook: Second Language Studies, Grades K-12. North Carolina Competency-Based Curriculum Grade-by-Grade.
North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.
PUB DATE- 85
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classical Languages; Cognitive Ability; *Competency Based Education; *Curriculum Design; Curriculum Guides; Disabilities; Elementary Secondary Education; Gifted; Graduation Requirements; Honors Curriculum; Instructional Program Divisions; *Language Skills; Learning Strategies; Modern Languages; *Second Language Programs; State Legislation; *State Standards; Teaching Guides; Testing; Textbook Selection
IDENTIFIERS- *North Carolina

A teaching handbook accompanying North Carolina's revised competency-based curriculum for second language instruction in elementary and secondary schools is presented. An introductory section outlines the philosophy and rationale behind the curriculum and its revision, discusses the role of thinking skills in learning, briefly describes programs for exceptional children, and provides notes for the handbook's user. Most of the handbook consists of a description of and notes on the curriculum, treated separately for modern languages and classical languages. For each language group, the guide outlines the instructional purposes, gives a curriculum overview, charts the course of study, notes expectations of learning outcomes in each language skill area, and lists the major and specific skill emphases at each grade level. For modern languages, these grade levels are K-3, 4-6, 7-8 and 9-12. For classical languages, they are 7-8 and 9-12. Appended materials include the text of the state's 1984 school reform act, state policy for the standard course of study, state course requirements for high school graduation, an outline of the state's honors requirements, a sample page from the competency-based curriculum, testing requirements, notes on the textbook adoption process in North Carolina, an organizational chart for instructional services, and a form for suggested additions or revisions. (MSE)

ED 311 757 HE 022 562

Connecticut Higher Education Enrollment Projections, 1990-2000.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Feb 89
AVAILABLE FROM- Connecticut Board of Governors for Higher Education, 6 Woodland Street, Hartford, CT 06105.
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Demography; *Enrollment Projections; *Enrollment Trends; Full Time Students; Geographic Distribution; Graduate Study; Higher Education; Part Time Students; State Colleges; *Statewide Planning; Trend Analysis; Undergraduate Study
IDENTIFIERS- *Connecticut

This report, designed as a planning tool, describes recent enrollment trends in Connecticut and projects enrollment in Connecticut's colleges and universities through the end of the century. Projections are reported as ranges because of the volatility of attendance patterns. Tables present data on undergraduate, graduate, full- and part-time enrollments and projections for all schools and separately for public and private institutions for 1987, 1990, 1995, and 2000. Percentage changes for the overall period are also noted. Individual institutional projections are given for the University of Connecticut, Connecticut State University, and system data are given for regional community colleges, state technical colleges, regional independent institutions, two-year independent institutions, and national independent institutions. Actual 1987 and projected 2000 headcounts and full-time-equivalent enrollments are tabulated by institution or above grouping; projections are given in lower and upper ranges and percent changes from 1987. Some narration is included. (MSE)

ED 311 831 HE 022 924

Schmitt, Carl
Changes in Educational Attainment: A Comparison among 1972, 1980, and 1982 High School Seniors. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 34p.; Data Series: HS&B So 80/86; NLS-72/86.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Ability; *Degrees (Academic); *Educational Attainment; *Educational Trends; Ethnic Groups; Females; High School Institutional Characteristics; Males; Minority Groups; National Surveys; Postsecondary Education; Socioeconomic Status; *Student Characteristics; Trend Analysis
IDENTIFIERS- High School and Beyond (NCES); *National Longitudinal Study High School Class 1972
Data from the National Longitudinal Study of the High School Class o 1972 and both cohorts of the 1980 High School and Beyond study were used to analyze trends in postsecondary educational attainment since 1972. The report contains information on educational attainment beyond high school and group differences by sex, high school type, race or ethnic group, socioeconomic status, and ability quartile. Highlights include the following: overall postsecondary attainment declined for the 1980 and 1982 high school seniors, relative to 1972 seniors. Half of the 1972 class, one-quarter of the 1980 class, and one-fifth of the 1982 class attained a postsecondary diploma, certificate, or degree within 4 years of leaving high school. About three-fifths of the 1972 class and two-fifths of the 1980 class attained a diploma within 6 years of leaving high school. Most students earning diplomas did so within the first 7 years after high school. Male 1972 seniors were mor likely than females to attain a diploma, and male 1980 and 1982 senior were less likely to attain a diploma within 4 or 6 years. Private school students were more likely to attain some postsecondary diploma, certificate, or degree, than public school counterparts. (MSE)

ED 311 845 HE 022 946

Statistical Summary of Missouri Higher Education. 1988-1989.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Jun 89
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *College Faculty; College Libraries; College Students; *Degrees (Academic); Demography; Educational Assessment; Educational Finance; *Enrollment Trends; Ethnicity; Higher Education; Personnel; Private Colleges; Public Colleges; Sex; *State Surveys; Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Missouri

Providing the framework for recommendations and the administrative policies of the Missouri Coordinating Board is a set of public policy goals for higher education. The 1988-89 statistical summary includes updated tables from the 1987-88 summary and new tables that report data frequently requested by members of the Coordinating Board, staffs of colleges and universities, state government officials, and the general public. New tables have also been included for Missouri's independent colleges and universities. The summary is organized according to several dimensions associated with the Coordinating Board's Statewide Indicators of Institutional Effectiveness. Five sections are as follows: preparation (ACT scores and high school rankings); access (fees and financial aid); participation (enrollment, enrollment by age enrollment by gender and ethnicity, and enrollment by geographic origin); resources (faculty and staff, faculty and staff ratio to full time equivalent students, finances, and libraries); and completions (degrees conferred by level, degrees conferred by discipline areas, and degrees conferred by gender and ethnicity). Three appendices are: Missouri higher education directory of institutions, presidents and campus coordinators of DHE/IPEDS surveys; maps showing locations of Missouri colleges and universities; and footnotes. (SM)

ED 311 879 IR 013 998

Implementing Interactive Television. Integrating Technology Series.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Guides; *Classroom Design; Diffusion
(Communication); *Distance Education; Educational Equipment;
Educational Innovation; Educational Planning; Elementary Secondary
Education; Facility Planning; Guidelines; *Inservice Teacher
Education; Instructional Design; Program Implementation; *Staff
Development; *Teaching Methods; *Telecourses
IDENTIFIERS- *Interactive Television

This guide for implementing interactive television in elementary and secondary schools begins by arguing that the introduction of interactive television requires school districts to cooperatively solv the challenges of multidistrict consortia and to develop policies and procedures to help implement the new delivery system. It is also noted that the teaching and learning process will require some adjustments because of the unique aspects of a technology which relies heavily on extremely sophisticated and complicated technical equipment. The guide then provides rationales and suggestions on six topics: (1) the policies and procedures; (2) inservice workshops for teachers and administrative staff; (3) instructional management strategies; (4) techniques for teaching on an interactive system; (5) classroom equipment requirements; and (6) classroom design. A diagram of an interactive television classroom is included. (GL)

ED 311 908 IR 052 900

Library Education and Personnel Utilization. A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970.
American Library Association, Chicago, Ill.
PUB DATE- 76
AVAILABLE FROM- Office for Library Personnel Resources, American Library Association, 50 E. Huron Street, Chicago, IL 60611.
NOTE- 9p.; This policy was edited and reprinted in 1976.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Career Ladders; Continuing Education; *Library Education; *Library Personnel; *Library Services; *Occupational Information; Promotion (Occupational); Staff Development

The 35 points of this policy statement recommend categories of library personnel, together with levels of training and education appropriate to the preparation of personnel for these categories that will support the highest standards of library service for all kinds of libraries, as well as the most effective use of the variety of skills and qualifications needed to provide it. The first five points address the concepts of library services and meeting library service goals by utilizing skills from all levels of library personnel. Points 6 through 19 discuss job titles to represent broad categories within which several promotional steps exist; these points establish a definition of "librarian" as a professional with a master's degree; describe staff appointments; explain qualifications of all job categories; and suggest ways of determining salary levels. A table depicts the categories of professional and supportive personnel, and a figure illustrates a career "lattice." Points 20 through 32 focus on formal education--the current educational requirements to determine a job applicant's background, possible evolution of these requirements as library services change and expand, library schools' responsibility to experiment with new curricula, and the role of research in the profession. Points 33 through 35 focus on the importance of continuing education for all levels of library personnel. (SD)

ED 311 923 IR 052 918

Smith, Theodore R.; Wobschall, Marguerite
Desktop Publishing Guidelines for the California State Department of Education.
California State Dept. of Education, Sacramento.
PUB DATE- 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Authors; *Board of Education Policy; *Desktop Publishing; *Editing; Grammar; Guidelines; Illustrations; Layout (Publications); Microcomputers; Printing; State Departments of Education; *Word Processing; *Writing for Publication; Writing Skills
IDENTIFIERS- California

These guidelines have been developed to assist California State Department of Education staff members in organizing a manuscript so that it is clear, and will require a minimum of rewriting, editing, and keyboarding before it is sent for publication. The intention is to give staff members a better idea of what is expected of them as authors, and to teach them to prepare their manuscripts more efficiently and economically by avoiding delays caused by improper utilization of their electronic publishing equipment. The guide is divided into four major sections: (1) "Guidelines for Writing and Editing," which includes general and specific tips about points of style and organization; (2) "Guidelines for Using Desktop Publishing," which discusses issues to consider before using desktop publishing and general instructions for designing, keyboarding, and illustrating the manuscript, as well as specific instructions about how to prepare word processing files for editing and electronic page layout; (3) "Laws, Regulations, and Adopted Procedures for Publishing," which is a collection of excerpts from "The Department of Education Administrative Manual"; and (4) general and final production checklists for documents preparation drawn from "The Chicago Manual of Style." Three appendixes contain sources of training and information; a guide for compounding and hyphenating; and bibliographical and footnote forms for a variety of situations. (SD)

ED 311 664 EC 221 080

Matthews, Cherritta L.
A Report on the Impact of Special Education on Minority Students in th
Brandywine, Christina, Colonial, and Red Clay Consolidated School
Districts in Delaware, 1987.
**Delaware State Dept. of Public Instruction, Dover. Exceptional
Children/Special Programs Div.; Delaware Univ., Newark. Center for
Educational Leadership and Evaluation.**
PUB DATE- Sep 87
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O.
Box 1401, Dover, DE 19903 (microfiche).
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Bias; Delivery Systems;
*Disabilities; Due Process; Incidence; Interviews; *Minority Groups;
*Minority Group Teachers; Needs Assessment; Parent Attitudes; *Paren
Participation; *Program Effectiveness; Program Evaluation; Quality
Control; Student Attitudes; *Student Placement; Teacher Attitudes
IDENTIFIERS- *Delaware
The study evaluated special education services to minority students
in four Delaware school districts (Brandywine, Christina, Colonial, an
Red Clay). The study identified three major concerns: (1) reduction of
the high percentage of minorities in special education, (2) employment
of minority professionals in special education, (3) and services to
minority special education students which guarantee procedural
safeguards, appropriate programs, and parental involvement. Thirteen
specific questions were developed and data gathered from such sources
as interviews with principals, students, teachers, counselors, parents
as well as from student records. The study led to nine recommendations
such as the following: continuous monitoring of the percentage of
minority students in special education; continued efforts to employ
minority professionals; provision of full time programs in regular
classes for students with educational difficulties; full implementatio
of state procedures particularly in the areas of prereferral
intervention and least restrictive environment; inservice education
programs focusing on assessment and service delivery as well as cross
cultural understanding; development of preschool programs; and
concerted outreach to secure transportation for parents to enable them
to participate in school conferences. Appendixes include the study's
operational plan, data on instrumentation, and job descriptions. (DB)

ED 311 788 HE 022 834

Austin, Morris A.
Study Abroad and Political Science: Students' Assessment of Political Science Instruction and the Affective Qualities of the University of California's Education Abroad Program. Examples from the Host Universities of Goettingen, Grenoble, Jerusalem and Madrid.
PUB DATE- Jun 89
NOTE- 182p.; M.A. thesis, University of California, Santa Barbara.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; *College Instruction; Cross Cultural Studie *Cultural Awareness; Foreign Culture; Higher Education; International Educational Exchange; International Relations; *Political Science; Questionnaires; *Student Attitudes; Student Reaction; *Study Abroad
IDENTIFIERS- Hebrew University of Jerusalem (Israel); University of California; University of Goettinger (West Germany); University of Grenoble (France); University of Madrid (Spain)
The academic discipline of political science at the University of California's Education Abroad Program (EAP) is examined with a focus on: what academic instruction consists of at selected host universitie how effective did the participants feel the instruction was in increasing their knowledge of the subject; and how the academic and experiential learning abroad affect students' perceptions in areas related to the discipline. Students answered questions on a 26-item survey. Nine chapters are as follows: purpose of the study and background on U.S. students abroad; the Education Abroad Program; the study; methodology of the study; results from Goettingen, Grenoble, Jerusalem, and Madrid; and conclusions. Results include the following: almost all instruction was in the language of the host nation, except in Jerusalem, and comprehension of the lectures and readings in the local language was not a problem for most participants; study abroad allows students to step away from their culture, at least temporarily, and thus gain a more objective, less culturally-biased view; and thoug some students' attitudes changed greatly as a result of study abroad, general political trends such as a move towards the liberal left or conservative right were not discernable. Three appendices are an explanation of individual items in the instrument, the instrument, and actual questions asked of students. Contains 21 references. (SM)

ED 311 817 HE 022 909

Moses, Yolanda T.
Black Women in Academe. Issues and Strategies.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 89
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009 ($5.00).
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Black Colleges; *Blacks; College Administration; *College Environment; College Faculty; Collegiality; Equal Education; Equal Opportunities (Jobs); *Females; Higher Education; Leadership; *Minority Groups; *Racial Discrimination; Research; School Holding Power; *Sex Discrimination; Stereotypes; Tenure

The climate for black women students, faculty members, and administrators in both predominantly white as well as historically black colleges and universities is explored, focusing on the subtle and not so subtle ways that race and gender stereotypes can combine to create double obstacles for black women. Black women students, faculty members, and administrators do not perceive themselves and their concerns as integrated into the missions, goals, and social structures of college campuses. Topics of discussion are as follows: an overview of black women on campus; the university culture for students; classroom dynamics; the intersection of racism and sexism; curricular issues; black women and their choice of study; residential and social life; reaching out to black women students; admissions and financial aid; academic advising and mentoring; graduate students; barriers to the graduate degree; pre-university students; professional climate issues; affirmative action dilemma; double discrimination; the token syndrome; mentoring and support systems; historically black colleges; women's worth in a man's world; sexuality and sexual harassment; balancing competing obligations; collegiality among faculty; research, teaching, and tenure; retention; leadership and advocacy: critical skills; general policy recommendations; and recommendations for professional associations and organizations. Contains 58 references. (SM)

ED 311 938 IR 052 937

Miko, Chris J.
Introducing End-User Searching through Course Syllabi.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Michigan Academy of Science, Arts, and Letters (90th, Mount Pleasant, MI, March 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; Biology; *Cooperative Planning; Graduate Students; Higher Education; *Library Instruction; *Online Searching; Research Skills; *Student Research
IDENTIFIERS- *Bowling Green State University OH

Library research skills are included in a required graduate level research methods course offered at Bowling Green State University (Ohio). The course--Biological Documentation Techniques--is broadly involved with biological literature retrieval, bibliographic technique and data storage. It is taught cooperatively by the Department of Biological Sciences and the Science Library with approximately one third of the class sessions taught by a science reference librarian; the other sessions are taught by a biological sciences faculty member. Topics addressed by biological sciences faculty include information about funding and proposal preparation, scientific writing, and the publication process. Topics covered by the librarian include library services, the structure of scientific literature, and both online and manual searching strategies. Students are encouraged to carefully evaluate the most appropriate method of information retrieval for thei interests and purposes, and they learn about boolean logic, system-specific and terminal-specific procedures, Bibliographic Research Services (BRS) and DIALOG protocols, and selected biomedical databases. After students engage in a "canned" search, they conduct their own research projects. All searching costs are absorbed by Department of Biological Sciences teaching funds. (SD)

ED 311 951 JC 890 453

Ackermann, Susan P.

A Longitudinal Look at the 1988 Cohort of Transfer Summer Program Participants' Academic Progress and Social and Cultural Adjustment t the University of California, Los Angeles.

California Univ., Los Angeles. Office of Academic Interinstitutional Programs.

PUB DATE- Sep 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *College Transfer Students; Community Colleges; Educational Counseling; Higher Education; *High Risk Students; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Orientation; State Universities; Student Adjustment; Summer Programs; *Transfer Program

The University of California at Los Angeles's (UCLA's) Transfer Summer Program (TSP) is designed to increase the academic achievement, retention, and graduation rates of underrepresented and low-income students and to ease their transition from community college to UCLA. In 1989, a study was conducted to assess the extent to which TSP students felt that the program had fulfilled its goals and objectives. All 75 students who attended TSP in summer 1988 were surveyed regarding the effectiveness of the program in light of their experiences at UCLA the quality and availability of campus services, and their use of these services. In addition, the study examined the students' academic progress through winter 1988-89. Study findings, based on a 36% response rate, included the following: (1) the TSP students were 52% female and 48% male, with an ethnic breakdown of 36% Chicano, 36% Black 20% Latino, and 8% Filipino; (2) in fall 1988, 56% of the students worked part time on campus, 41% worked off campus, and 74% had family responsibilities to meet; (3) overall, students rated the fulfillment of TSP's academic goals (e.g., aiding academic adjustment to UCLA and increasing control over their academic future) lower than its non-academic goals (e.g., increasing self-confidence and aiding in the social and cultural adjustment to UCLA); (4) although 63% of the students were able to keep up in most of their classes, 54% indicated that their fall classes were more difficult than expected; (5) on average, students indicated that TSP "adequately" prepared them to participate effectively in the classroom, to assess their abilities, and to interact with others; (6) 25% were dissatisfied with the quality and 20% dissatisfied with the availability of their departmental advisor; (7) over half of the students did not use available tutorial or counseling services; and (8) 94% of the TSP students continued at UCLA through spring 1989. A list of transition programs for students and the survey instrument are appended. (VVC)

ED 311 965 JC 890 470

Results of the Spring 1989 Student Survey: A Preliminary Report.
Los Angeles Community Coll. District, CA. Office of Research, Planning and Development.
PUB DATE- Oct 89
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Multicampus Districts; Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; Student Behavior; *Student Characteristics; Student Costs; *Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

Every 2 years, a student survey is conducted in the Los Angeles Community College District to determine students' educational goals and plans, enrollment and personal characteristics, financial resources, participation in curricular and extracurricular activities, progress toward goals, and evaluation of services and facilities. In 1989, the study design called for a 10% sample of students enrolled in spring semester classes at each campus in the district. To reach this goal, a 15% random sample of credit and non-credit class sections was drawn, and questionnaires were administered in class. Districtwide study findings, based on student responses in 83% of the classes, included the following: (1) nearly 30% of the students listed Business and Office Occupations as their greatest area of interest; (2) 40% indicated that preparing for transfer to a four-year college was their most important reason for attending college; (3) approximately 37% of the students indicated that an associate degree was their immediate degree objective, and 20% intended to transfer without obtaining an associate degree; (4) when asked about their most important reason for choosing their college, nearly 40% indicated that it was close to home and over 20% enrolled because of a specific program; (5) nearly 10% of the respondents had been enrolled at their college for nine semesters or more; (6) 10% of the respondents had a four-year university degree or higher; and (7) approximately 57% of the respondents lived in their own home or apartment. The bulk of the report consists of 82 district-wide graphs with corresponding data tables. The survey instrument is included. (JMC)

ED 311 992 JC 890 499

Abood, Nancy V.; And Others
Community College of Rhode Island: Annual Report 25, 1988-89.
Community Coll. of Rhode Island, Warwick.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Graduates; College Programs; Community Colleges; *Educational Finance; *Educational Trends; *Enrollment Trends; Extracurricular Activities; *Institutional Characteristics; Multicampus Colleges; School Personnel; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Rhode Island

An overview is provided of the 25-year history of the Community College of Rhode Island (CCRI). The narrative section of the report begins with a message from CCRI's president concerning institutional priorities for the next five years. Subsequent sections of the narrative focus on: (1) the history and expansion of the college; (2) 1988 enrollments; (3) educational program highlights, including the cooperative education program, programs and services for minority students, CCRI's Urban Educational Center, a 2 + 2 Tech Prep Associate Degree Program, health care programs, and CCRI's Family Life Center; (4) the special achievements and accomplishments of faculty and staff members; (5) student activities, including special events, efforts to integrate foreign students into the college community, athletics, the Athletic Hall of Fame, and community recreation programs; and (6) special events to celebrate CCRI's 25th anniversary. The remainder of the report provides longitudinal data on changes in student characteristics (e.g., sex, age, race, and residency) between 1984-85 and 1988-89; fall enrollments from 1976 to 1988; characteristics and goals of 1988 incoming students; full- and part-time enrollments between 1985-86 and 1988-89; off-campus credit enrollments by site; follow-up data on 1987 and 1988 graduates; CCRI transfers to other Rhode Island colleges; non-credit enrollments between 1985-86 and 1988-89; enrollment by program of study between 1985-86 and 1988-89; graduates by program of study between 1984-85 and 1988-89; faculty characteristics and rank; staff characteristics; tuition and fees between 1970-71 and 1988-89; general education revenues and expenditures from 1976-77 to 1988-89; and student financial aid from 1985-86 to 1987-88. Finally, a brief description of the CCRI Foundation is provided, along with a list of the college's trustees. (AYC)

ED 311 585 EA 021 361

Ringer, Joyce R.; And Others
Humanities Studies for Principals: An Approach to Growth in Intellectual Leadership.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Developmental Programs; Educational Development; Educational Research; Elementary Secondary Education; *Humanities; *Instructional Leadership; *Management Development; *Principals; School Administration
IDENTIFIERS- *Georgia (Atlanta)
The Principals Center at Georgia State University is in its fifth year of providing personal growth and development programs for the 520 elementary, middle, and high school principals in the metropolitan Atlanta area. An important component of those programs has been the study of the humanities. The background, goals, and evaluation plan for the humanities studies are given, as well as specific scholars and program topics. Program outlines for two humanities seminars, a schedule of events for the humanities program for principals (1987), and the humanities seminar entitled "On Liberty and the First Amendment: A Study for Principals" (1988) are appended. (Author/SI)

ED 311 601 EA 021 384

A Syllabus and Resource Package for Educating Teachers and Administrators in Parent Involvement. Bulletin 1836.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaire Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Course Descriptions; Elementary Secondary Education; Inservice Education; *Parent Participation; *Parent Teacher Cooperation; Program Effectiveness; Teacher Administrator Relationship; Teaching Methods
IDENTIFIERS- *Louisiana

This syllabus was developed to assist in educating teachers and administrators in parent involvement by providing information on paren involvement that will facilitate the technical assistance efforts of preservice and inservice for appropriate personnel. The syllabus has three major sections: (1) Rationale; (2) Key Participants in Parental Involvement; and (3) Communication Strategies. Each of these sections begins with an introduction, followed by an explanation of the appropriate major topics and a list of the key ideas for each topic. Both sections 2 and 3 make reference to the Resource Package in which specific appendices give examples of various resources for instructing teachers and administrators in parent involvement. (SI)

ED 311 679 EC 221 097

Young Children with Special Needs in Iowa: Report of Professional and Parent Responses. State Planning Grant Needs Assessment and A Brief Report of Professional and Parent Views.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; *Disabilities; Early Childhood Education; Inservice Education; *Long Range Planning; *Needs Assessment; Parent Education; *Parent Participation; Program Development; *State Programs
IDENTIFIERS- *Iowa

The report and an accompanying executive summary of a statewide needs assessment on young handicapped children in Iowa examine services available, effectiveness of services, and needed changes. The introduction provides an overview of State Planning Grants, Iowa's history of early childhood special education, and this project's approach to planning. The methods section outlines the purpose of the State Planning Grant, the needs assessment process, and the involvement of the State Plan Advisory Council for Early Services. Descriptions of the needs assessment sample population, analysis techniques, and a problem solving approach are also included in the methods section. The results section provides a thorough discussion of the descriptive and inferential data analyses for the professional and parent needs assessments and an analysis of the parent forums. The recommendations list proposed changes based on the data collection. Recommendations center on the need to: improve access to and receipt of services; explore case management issues; increase communication and coordination among service providers and agencies; increase the quality of parent participation; and offer an array of training options to parents and service providers. Twenty-four figures and 18 tables illustrate the data, and 6 appendices comprising the greater part of the report include detailed analyses of the questionnaire items and responses for both the professional and the parent needs assessments, a summary of state plan suggestions, and the parent forum questions. (DB)

ED 311 865 IR 013 984

Braden, Roberts A., Ed.; And Others
About Visuals: Research, Teaching and Applications. Readings from the Annual Conference of the International Visual Literacy Association (20th, Blacksburg, Virginia, October 19-23, 1988).
International Visual Literacy Association, Bloomington, IN.
PUB DATE- 89
AVAILABLE FROM- IVLA, Learning Resources Center, Virginia Tech, Blacksburg, VA 24061-0232 ($25.00).
NOTE- 545p.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Computer Graphics; *Desktop Publishing; Instructional Design; Instructional Development; *Photography; *Visualization; *Visual Literacy; Visual Perception
IDENTIFIERS- *Memory Enhancement; *Message Design
This 535-page document includes more than 60 papers presented at the 20th Annual Conference of the Visual Literacy Association. Topics cove a wide range of visual literacy interests: computer generated graphics message design, desktop publishing, photography, critical viewing skills, memory enhancement, and the development of visual communicatio courses. Many papers contain diagrams, illustrations, and references. (Author/GL)

ED 311 894 IR 052 854

Beck, Larry; And Others
Accuracy at the Reference Desk: An Unobtrusive Study.
PUB DATE- 17 Apr 89
NOTE- 46p.; Research project submitted in partial fulfillment of a Master's degree, Brigham Young University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; Hypothesis Testing; Library Research; *Library Services; *Library Technicians; *Referenc Services; Work Sheets
IDENTIFIERS- *Accuracy; Query Negotiation (Library Science); Unobtrusive Measures
This unobtrusive study examined whether the accuracy of reference service provided by student reference assistants (SRAs) and full-time paraprofessional department assistants (DAs) at the Brigham Young University library had improved since 1987. The effects of the following factors on accuracy were also considered: (1) whether a question was answered by an SRA or DA; (2) whether the SRA or DA consulted with other staff members in answering a question; (3) the time taken to answer a question; (4) the situation at the reference desk at the time a question was asked; (5) the manner in which a question was dealt with; and (6) whether the SRA or DA cited the sources used in answering the question. The population consisted of 29 SRAs and 5 DAs working at 5 reference desks. Proxies asked 122 questions to test various aspects of reference services. Data indicate that the overall accuracy rate of SRAs and DAs had not improved significantly since 1987. Of the other factors examined, only the manner in which the question was dealt with by the SRA or DA was found to be significant. More consistency in policy and training was recommended to increase the level of efficiency at the reference desks. The list of questions, proxy instructions, and proxy report form are appended. (19 references) (MES)

ED 311 616 EC 212 837

t Competency Testing for Teacher Certification. Information on Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 6p.; Prepared by the Supply/Demand Analysis Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Minimum Competency Testing; State Programs; *State Standards; *Teacher Certification; Teacher Evaluation; *Testing Programs

Information on competency testing for teacher certification is reprinted exactly from four pages (70-71, 129-130) of a National Cente for Education Statistics Publication (volume I of "The Condition of Education: Elementary and Secondary Education 1988," edited by J. D. Stern.) As of the fall of 1987, 45 states had enacted competency testing programs as part of the process of initially certifying teachers. In 31 states, regulations also required that students take a examination in order to be admitted to a teacher education program. Briefly described are subject coverage of competency tests, attitudes toward competency testing, and alternative routes to certification. A United States map is used to illustrate which states have and have not enacted testing programs for initially certifying teachers. In additio a table lists the year each state enacted a testing program, the year the program became effective, and the test used. (JDD)

ED 311 633 EC 221 039

Harslem, Barbara P.; Hawkins-Shepard, Charlotte
Development of a National Information Center on Deafness. Final Report on National Survey of Information Needs and Services Relating to Hearing Impairment.
Gallaudet Coll., Washington, D.C.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- Dec 80
NOTE- 306p.; For the summary document, see EC 221 040.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deafness; *Information Needs; *Information Services; *Information Systems; National Surveys; *Needs Assessment; Organizations (Groups); User Needs (Information)
IDENTIFIERS- *National Information Center on Deafness

A national survey was conducted as part of the development of a planned information center on deafness at Gallaudet College. The survey examined information needs and services relating to hearing impairment, including areas of greatest information need and the possibility of liaison and exchanges with other organizations developing and disseminating informational materials. Usable responses were received from 1,057 organizations (a 74% response) of which 921 receive information inquiries, with the mean number of inquiries 13 per week. The most commonly requested information is on: deafness in general, manual communication/sign language, lipreading/speechreading/speech, interpreter services, hearing aids, and telecommunication devices. Other common requests concern mainstreaming, multiply handicapped deaf people, philosophy/methods of teaching deaf children, parent education, medical/diagnostic subjects, legislation, teacher training, and religious services. The greatest difference between number of inquiries and amount of information available was on the topic of multiply handicapped deaf people. Although parents are the most frequent requestors of information, educators, students, deaf adults, and the general public also make information requests. The findings confirm the need for a central information center so that requests are handled by information providers prepared to respond appropriately. The major portion of the document consists of 92 tables detailing the findings of the survey and appendices that include the survey instruments, comments of respondents, and a list of participating organizations. References are provided. (DB)

ED 311 648 EC 221 055

Fairweather, James S.; And Others
Analysis of a Survey of School District Practices Regarding Secondary-Level Handicapped Students and Their Transition to Postsecondary Experiences. Final Report.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 15 Sep 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Disabilities; *Education Work Relationship; National Surveys; Needs Assessment; School Districts; Secondary Education; *Transitional Programs; *Vocational Education
This study analyzed data from a national survey of 1600 secondary school districts to determine the numbers and characteristics of handicapped youth as well as the types of programs offered by these districts related to the transition of youth from school to post school activities. Among the findings were: (1) access to traditional vocational programs is being provided by many local education agencies (LEAs) although by fewer small school districts; (2) less than half of all LEAs offer transitional programs in helping the handicapped to obtain employment; (3) size of the LEA is a key factor in numbers and quality of programs for employment of the handicapped; (4) vocational preparedness will improve when funds are focused on improving school/community links. Appendixes provide statistical data and a bibliography. (DB)

ED 311 695 FL 018 011

Selected Elementary and Secondary German Language Materials: Language Arts. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 25p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; Class Activities; *Classroom Techniques; Course Content; Curriculum Guides; Elementary Education; FLES; *German; Immersion Programs; *Instructional Materials; Lesson Plans; *Program Descriptions; *Resource Units; Secondary Education; Second Language Instruction; Teaching Methods; *Vocabulary Development; Workbooks
IDENTIFIERS- Flash Cards; Foreign Language Experience Programs

This 68-item annotated bibliography is composed of materials for teaching German language arts at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are lesson plans, workbooks, program descriptions (FLES, FLEX, and immersion programs), vocabulary development activities, curriculum guides, suggested teaching methods, and flash cards. (DJD)

ED 311 712 FL 018 150

Berney, Tomi D.; Alvarez, Rosalyn
Bilingualism in the Computer Age. 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Computer Literacy; Cultural Awareness; English (Second Language); Federal Aid; Federal Programs; High Schools; Language Proficiency; *Limited English Speaking; Low Income; *Mainstreaming; Mathematics Instruction *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Self Esteem; Social Studies; Spanish Speaking; Staff Development; Vocational Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education
Bilingualism in the Computer Age, a federally-funded bilingual education program at Morris High School in the Bronx (New York), served 197 native low-income Spanish-speaking students in its second year of funding. Program objectives were to improve students' English language proficiency and mainstream them as quickly as possible, develop their native language skills, enhancing their self-image, and provide career-oriented training in computer use. Extensive support services were also provided. The program achieved its objectives in English as a Second Language, native language arts, computer instruction, career orientation, attendance, and one staff development objective; the second staff development objective could not be assessed as proposed. The program did not meet its objectives in content-area subjects or New Environmental Workshops, and it could not be determined whether objectives in cultural awareness and dropout rates were met. Program participation and staffing dropped during this funding year. Major program strengths included incorporation of computer learning in the content areas and the commitment of staff. Major weaknesses were lack of teacher training in computers, lack of needed social work personnel, and late receipt of program funds. Recommendations for improvement include staff training in computer use, additional social support personnel, increased content area offerings, and rewriting of the cultural awareness objective. (MSE)

ED 311 727 FL 018 169

Berney, Tomi D.; Alvarez, Rosalyn
Bilingual Language Arts Survival Training: Project BLAST, 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 37p.; For 1986-1987 report, see ED 298 791.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; Attendance; *Bilingual Education Programs; Career Exploration; Citizenship Education; Counseling ; Services; Cultural Enrichment; *English (Second Language); Extracurricular Activities; Federal Programs; High Schools; Mathematics Instruction; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; *Spanish Speaking; Staff Development
IDENTIFIERS- Content Area Teaching; *Project BLAST NY
Project Bilingual Language Arts Survival Training (BLAST) served 254 Spanish-speaking 9th- through 12th-graders at Walton High School in the Bronx in its fifth year of funding. The program's aim was to supplement the school's bilingual program by providing instruction in English as a Second Language (ESL), native language arts (NLA) and culture, and bilingual instruction in math, science, and social studies. The program also provided extracurricular activities, career orientation, college counseling, coping skills and citizenship training, parent involvement, and staff development activities. The program met the objectives in ESL NLA, and student attendance. It also met most of its objectives in parental involvement, staff development, and curriculum development. Content area classes were not evaluated as proposed. Program changes over the previous year include a larger population, budget cuts leading to shortages of materials and modified objectives, separate classes for native and non-native Spanish-speakers, hiring of fully bilingual content area teachers, increased parent involvement activities, and development of career awareness and computer literacy curricula. There was also a high dropout rate as students took jobs because of economic needs. It is recommended that BLAST staff should be relieved of time-consuming building assignments; that staff and counselors should try to reach consensus on when students should be mainstreamed; and that the project should supply data needed for evaluation. (MSE)

. ED 311 758 HE 022 563

Degrees Conferred by Connecticut Colleges and Universities, 1987-88.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Mar 89
AVAILABLE FROM- Connecticut Board of Governors for Higher Education, 61 Woodland Street, Hartford, CT 06105.
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Females; Higher Education; *Majors (Students); Males; Masters Degrees; Minority Groups; Professional Education; State Surveys; Trend Analysis
IDENTIFIERS- *Connecticut

The numbers, levels, and fields of degrees conferred in Connecticut from July 1987 to June 1988 are reported, characteristics of degree recipients are presented, and trends are analyzed. Highlights include these: Connecticut colleges and universities awarded 26,877 degrees, slightly above the year before and very consistent with 15-year patterns. Bachelor's degrees accounted for half of all awards, followed by master's, associate, first-professional, and doctoral. Associate and doctoral degrees dropped from the previous year; bachelor's and master's rose. Public and independent institutions awarded almost equal number of degrees. Business and management was the most popular field for the sixth consecutive year, followed by education. Nearly three-fourths of all education awards were at the master's level. Bachelor's degrees in education rose slightly over the previous year but remained at the decade's second lowest point. Undergraduate degrees in health sciences increased slightly. Degrees in engineering and related fields dropped for the third consecutive year. Math and science were down also. Awards to minority students reached an all-time high, although degrees earned by black and American Indian students were down over the previous year. In addition, these students were more likely to earn associate's degrees than other groups. The number of Hispanic and Asian degree recipients increased significantly. (Author/MSE)

ED 311 773 HE 022 802

The Student Guide. Financial Aid from the U.S. Department of Education Grants, Loans, and Work-Study 1989-90.
Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Students; *Eligibility; *Federal Programs; Financial Aid Applicants; *Grants; Higher Education; Loan Repayment; Need Analysis (Student Financial Aid); Program Descriptions; Records (Forms); *Student Financial Aid; *Student Loan Programs; Student Responsibility; Student Rights; *Work Study Programs

The guide describes federal student financial aid programs and how t apply for them. First, general steps for finding out about financial aid are outlined. General information on student aid from the United States Department of Education is then provided, including explanation of student eligibility requirements, financial need, dependency status application forms and records, special circumstances, verification, deadlines, addresses, telephone numbers, and student rights and responsibility. Specific aid programs are described, including Pell Grants, campus-based programs (Supplemental Educational Opportunity Grants, College Work-Study, and Perkins Loans), Stafford Loans, and PLUS loans for parents. A section addresses student debt management, outlining guidelines and considerations before borrowing, borrower rights and responsibilities, and loan consolidation. A summary of aid program deferment conditions is provided, and important terms are defined. (MSE)

ED 311 803 HE 022 890

McLachlan, J.; Wood, V.
External to Internal Validation. A Scottish Experience.
Napier Polytechnic of Edinburgh (Scotland).
PUB DATE- 30 Aug 89
NOTE- 46p.; Paper presented at the European Association for Institutional Research Forum (11th, University of Trier, West Germany, August 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Educational Change; Educational Improvement; Educational Quality; Excellence in Education; Foreign Countries; Higher Education; *Technical Education; *Vocational Schools
IDENTIFIERS- Napier Polytechnic of Edinburgh (Scotland); *Scotland
The development of Napier College of Commerce and Technology in Scotland (a degree granting institution, originally under the auspices of the Council for National Academic Awards, or CNAA) is traced. Through delegated authority and the attainment of fully accredited status the college was given full responsibility for the validation and review of its CNAA-taught courses and a change of name to Napier Polytechnic of Edinburgh. Six sections are as follows: background (development of Napier Polytechnic, award of delegated authority, and fully accredited status); reasons for change (e.g., development of public sector higher education and the Lindop report); procedures for validation and review (original CNAA procedures, via delegated authority to accredited status, and delegation of authority to faculties); safeguards under each scheme (CNAA control, delegated authority, and accredited status); critical appraisal of the change from validation to accreditation (under validation and under accreditation); and bachelor of arts accounting degree: a case study (original submission, course review, and current and future developments). Five appendices are: the government's response to the Lindop report; Napier Polytechnic revised guidelines for the internal scrutiny of courses from September 1989; CNAA committee for business and management skills; board of accreditation of educational courses; and faculty of professional studies: procedure for monitoring course annual reports. Contains 11 references. (SM)

ED 311 846 HE 022 947

Weeks, Ann A.
Report to President L. Eudora Pettigrew. 1988 Enrollment Plan.
State Univ. of New York, Old Westbury. Coll. at Old Westbury.
PUB DATE- Dec 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Alumni; College Admission; College Faculty; *College Planning; Counseling; Development; Educational Quality; *Enrollment Rate; Higher Education; Housing; Orientation; Public Relations; Research; School Holding Power; School Registration *State Universities; Student Financial Aid; Student Placement
IDENTIFIERS- *Enrollment Management; *State University of New York Coll at Old Westbury
A report to the President of the State University of New York College At Old Westbury by the Enrollment Planning Committee is presented. Ten important recommendations include: convince the local guidance community of Old Westbury's direction and quality education; investigate a computerized student inquiry tracking system; initiate a computerized degree audit; assign each faculty member specific advisees preferably in the same or a related discipline; and establish program by program articulation agreements and course by course equivalencies. Twelve sections are as follows: admissions (increasing enrollments, inquiry tracking system, feeder secondary schools and two-year colleges program-specific recruitment, ethnic and cultural diversity, out-of-area recruitment, and communications with admissions office); public relations/publication; student retention; counseling/advising (earlier enrollment process, academic advising for transfer students, articulation agreements, FTC and lower division transfer students, and degree audit); faculty departments (enrollments by programs, summer school, graduate programs, and continuing education); alumni affairs; placement; housing/residential life; financial aid; institutional research; development; and orientation/registration systems. A copy of the charge to the enrollment planning committee and a bibliography that contains 14 references is appended. (SM)

ED 311 880 IR 014 000

Parer, Michael S.
Students' Experience of External Studies. Student Diary Project.
Gippsland Inst., Churchill (Australia). Centre for Distance Learning.
PUB DATE- 88
AVAILABLE FROM- Centre for Distance Learning, Gippsland Institute, Switchback Road, Churchill 3842, Victoria, Australia ($20.00).
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diaries; Distance Education; *External Degree Programs; Foreign Countries; Higher Education; Instructional Design; Instructional Materials; Qualitative Research; *Student Attitudes; *Student Interests; *Student Needs
IDENTIFIERS- Australia

This study examined students' experiences of external study at Gippsland Institute through the method of student self-report study diaries. Questions which were addressed include: (1) Why are external students taking courses at Gippsland? (2) What do they hope to gain? (3) How do they handle particular study guides and assignment materials? (4) What is the nature of the social context in which external study occurs? and (5) Overall, how do students perceive their external study experience? The distribution between an intrinsic vocational orientation (i.e., related to career interests) and an extrinsic vocational orientation (i.e., obtaining qualifications for the specific goal of gaining employment) was clearly visible in student diaries. Very few instances of academic orientation occurred. A range of personal orientations to study resulted; while some students are primarily focused towards personal development and change, others have a more extrinsic orientation. Some students wanted mainly to prove their capability for higher education after leaving high school at an early age. Two approaches to studying emerged from the data: while most diaries indicated a focus on reproducing and memorizing information, some suggested an attempt to gain understanding and go beyond the information presented and focus on constructing meaning. Almost all of the diaries made reference to "finding time" for study in the face of completing work, domestic, and social commitments. The diaries show a very traditional gender division of labor within the family. For women students especially, external study demands some reconstruction of the social structure in the family and domestic setting. (GL)

ED 311 909 IR 052 901

Library Programs. LSCA Programs: An Action Report II.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 207p.; For the 1988 report, see ED 292 478.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Programs; Computer Assisted Instruction; *Disabilities; *Institutionalized Persons; Interlibrary Loans; *Library Facilities; *Library Services; Literacy Education; *Public Libraries; *Shared Library Resources; State Programs; Tables (Data); User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act

The eight reports featured in this publication detail the accomplishments of the State Grant Program (Titles I through IV) funde by the Library Services and Construction Act (LSCA). Written by member of the Public Library Support Staff, these descriptions are based on state and local library reports on how they meet a variety of users' needs. Each report focuses on one of eight key LSCA program areas: (1) "Literacy Activities" (Adrienne Chute); (2) "Library Services to the Blind and Physically Handicapped" (Clare DeCleene); (3) "Library Services to the Handicapped" (Clare DeCleene); (4) "Library Services t the Institutionalized" (Trish Skaptason); (5) "Library Services to the Elderly" (Trish Skaptason and Sandy Pemberton); (6) "Public Library Construction" (Donald Fork); (7) "Interlibrary Cooperation and Resourc Sharing" (Dorothy Kittel); and (8) "Library Services through Major Urban Resources Libraries Which Serve as National or Regional Resource Centers" (Clarence Fogelstrom). Each report includes a narrative description, and five of the reports present additional state statistical data. (SD)

ED 311 924 IR 052 919

A Resource Guide for Teachers.
Texas State Library, Austin. Div. for the Blind and Physically Handicapped.
PUB DATE- Dec 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Bibliographies; *Blindness; Braille; Elementary Secondary Education; Higher Education; Large Type Materials; Learning Disabilities; *Library Collection Development; Library Services; *Parent Materials; Physical Disabilities; Public Libraries; *Reading Materials; Resource Materials; *State Libraries; Talking Books; *Visual Impairments

The Texas State Library provides services to persons unable to read standard print due to blindness or other visual impairments, including a wide range of large print materials, braille, and recordings. The library also coordinates a reading machine program incorporating 70 sites in public and academic libraries and provides classrooms with books, magazines, and equipment for students, as well as a wide range of resources to teachers, parents, and other interested persons. This five-part resource guide was compiled to make the resources more accessible to teachers. The first section provides addresses and telephone numbers of national and state organizations, and describes each organization's mission, services, and publications. The second section lists vendors of specialized products of use to individuals with disabilities. Sources are given for recorded stories; songs and learning activities; reading materials in braille; tactile and large print children's books; reference materials for students; educational games; toys; adaptive equipment and supplies; and publications of interest to parents and teachers. The third section is an annotated bibliography of books in the Texas State Library's collection pertaining to all types of disabilities for parents, teachers, and other interested persons. The fourth section is a directory of public and academic libraries participating in the Texas Reading Machine Program. The fifth section is a glossary of terms on disabilities. (SD)

ED 311 979 JC 890 485

Matriculation Local Research Options Project.
California Association of Community Colleges, Sacramento.; Northern California Community Colleges Research Group.; Southern California Community Coll. Institutional Research Association, Los Angeles.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Nov 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- College Admission; Community Colleges; Educational Research; *Program Design; *Program Evaluation; Student Attitudes; Student Educational Objectives; *Student Evaluation; *Student Personnel Services; *Student Placement; Two Year Colleges
IDENTIFIERS- *California

Designed to promote institutional research to evaluate matriculation in California community colleges, this document outlines the methodology, anticipated results, and discussion points for nine model research projects. The research projects are designed to assess the effects of matriculation on student performance; on access to education fairness, and placement programs; and on student satisfaction and goal changes. The nine projects focus on: (1) comparing the academic performance of students who are fully, partially, or not served by matriculation services using a retrospective approach; (2) evaluating student academic success before and after implementing matriculation services; (3) comparing alternative matriculation treatments; (4) assessing the disproportionate impact of assessment and placement programs on student access; (5) evaluating the effectiveness of remedial placement; (6) comparing student success in a history course on the basis of English fluency; (7) determining changes in educational access associated with the implementation of matriculation; (8) monitoring changes in student goals before and after participation in matriculation services; and (9) obtaining feedback from students regarding their use of and satisfaction with matriculation services. For each project, information is provided on purposes, research design, subjects, operational definitions of groups, procedures, results, data analysis, points to cover in study reports, research options, and a contact person for technical assistance. Appendixes contain a glossary and guidelines on sampling. (JMC)

ED 311 586 EA 021 362

Playko, Marsha A.; Daresh, John C.
Beginning Principals: Entry Year Programs and Principal Development.
PUB DATE- Oct 89
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Phoenix, AZ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Developmental Programs; Educational Development; Elementary Secondary Education; *Instructional Leadership; *Interprofessional Relationship Management Development; *Mentors; *Principals; School Administration
IDENTIFIERS- Beginning Principals; *Entry Year Standard; *Ohio
Early in their professional careers, school principals are found to have unique needs. This document provides a description of the ways in which these needs have been addressed as a result of the recent enactment of the Entry Year Standard program in the state of Ohio. First, the nature of the new Entry Year Standard is described, with particular emphasis on the use of structured and formal mentoring activities as a central feature of the program. The second major issue addressed is the ways in which the Ohio Entry Year Standard may serve as an important model for broadening the image of professional development activities for all principals. A figure portraying the components of the Ohio Entry Year Standard: state evaluation, statement of assurance, development of program on file, orientation to district, mentoring, focus on induction and ongoing assistance, and district self-evaluation. (18 references) is appended. (SI)

ED 311 743 HE 020 919

History of Higher Education Annual. Volume 6. 1986.
Rochester Univ., N.Y.
PUB DATE- 86
AVAILABLE FROM- History of Higher Education Annual, Graduate School of Education and Human Development, 301 Lattimore Hall, University of Rochester, Rochester, NY 14627 ($10.00).
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Curriculum Development; *Educational History; *Educationa Quality; *Foundations of Education; *Higher Education; Modern Histor *Religion; Sex; *Womens Education

A series of papers on the history of higher education is presented with a focus on the interaction of gender and religion with the curriculum in shaping educational experiences and outcomes. Papers are as follows: "Introduction to Volume Six" (Lynn D. Gordon); "Farmer's Daughters: The Education of Women at Alfred Academy and University Before the Civil War" (Kathryn M. Kerns); "'The Kind of Knowledge of Most Worth to Young Women': Post-Secondary Vocational Training for Teaching and Motherhood at the Wheelock School, 1888-1914" (Barbara Beatty); "The Challenge of Jane Addams: A Research Note" (Ellen Condliffe Lagemann); "Education for Equality: Women's Rights Periodicals and Women's Higher Education, 1849-1929" (Patricia Smith Butcher); "The Turning Point in American Jesuit Higher Education: The Standardization Controversy Between the Jesuits and the North Central Association, 1915-1940" (Lester F. Goodchild); and "Celebrating Fair Harvard" (Suzanne Hildenbrand). (SM)

ED 311 832 HE 022 926

Duffill, Charles
Targeted Student Support Project: Progress Notes, 30 June 1989.
University of Western Australia, Nedlands. Student Support Service.
PUB DATE- 30 Jun 89
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Bound Students; *Educationally Disadvantaged; Federal Aid; Foreign Countries; Higher Education; High School Students; Program Effectiveness; Student Personnel Services; *Student Recruitment
IDENTIFIERS- *University of Western Australia

The University of Western Australia's Target Student Support Project, initially funded by the Commonwealth government and subsequently by the institution, was designed to increase awareness and use of higher education opportunities among educationally disadvantaged secondary school students. The program had both academic and social components and was developed with considerable student input. Early program efforts were successful in achieving their stated objectives. Uncertainty of funding impaired its ongoing viability. Several conclusions about the program were reached. Objective support for improved academic persistence, performance, and satisfaction has not been demonstrated. Subjective evidence, including formal evaluation results and students' continued participation, is consistent and persuasive. The project offers the university an opportunity to demonstrate commitment to equity issues without compromising entry standards. It is part of a comprehensive plan to link with communities in which the university has had little impact. The student support service has demonstrated its ability to plan and supervise the complex project. The university's stated commitment to the student support service has not been demonstrated in its financial support. A system for determining the university's performance on equity issues should be implemented, and alternative channels should be established to coordinate this and other university equity projects. (MSE)

ED 311 866 IR 013 985

Issa, Raja R. A.; Lorentz, Robert L.
Computers: Friend or Foe to the Black Educator?
PUB DATE- Feb 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; *Attitude Change; Attitude Measures; Blacks; *Computer Literacy; Faculty Development; Higher Education; *Microcomputers; Pretests Posttests; Questionnaires; *Teacher Attitudes; *Technology Transfer
IDENTIFIERS- *Computer Anxiety; Mississippi Valley State University
The purpose of this study was to measure changes in the anxiety levels and attitudes of black educators toward microcomputer use resulting from participation in a one-semester laboratory course in microcomputer applications. Data were collected over a one-semester period from a class of seven black educators with advanced degrees at Mississippi Valley State University--a historically black institution--who volunteered for the training. A questionnaire assessing anxiety level and attitudes toward microcomputer use was administered both before and after the course, during which educators were trained in using an operating system, word processing, electronic spreadsheets, and database software. Each educator was required to use all software packages. A control group of 30 educators was randomly chosen from the population of black educators at the same university. It was found that, although educators' attitudes towards computers improved with exposure to the microcomputer applications course, their anxiety levels towards computers increased. It is recommended that the study be replicated with the following modifications: (1) establishmen of a more homogeneous structure of experimental and control groups; (2 enlargement of the sample size in both groups to reduce the non-random assignment of educators and to provide a larger database for additiona statistical calculations; and (3) extension of the study to other cultural groups and to include a comparison of educator attitudes with those of students and staff members. A copy of the attitude survey instrument is appended together with tables showing the results of statistical analyses of the data. (5 references) (GL)

ED 311 939 JC 890 012

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 12, Numbers 1-4, 1987-1989.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 89
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Administration; College Presidents; College Programs; *College Role; Community Colleges; Faculty Development; Governance; *Governing Boards; *Trustees; Two Year Colleges

This document consists of the four issues in volume 12 of the "ACCT Trustee Quarterly," for winter 1987-88, spring 1988, summer 1988, and winter 1989, respectively. This journal presents articles on a wide variety of topics of interest and concern to two-year college trustees and other education professionals. The winter 1987-88 issue features articles on a national survey of the attitudes of trustees; a campaign to preserve the Associate of Arts Degree in Nursing; enhancing the image of the college in the community; college support of farming and rural communities; fund raising; and the Unrelated Business Income Tax. The spring 1988 issue is a special publication on St. Petersburg Junior College in Florida. In addition to articles by the college president and board chairman, it contains essays by faculty and staff on institutional effectiveness; applied ethics; partnerships with business, health programs; a dual credit program; underprepared students; articulation; student performance feedback; and faculty development. The summer 1988 volume includes articles on the economic impact of community colleges; environmental liability; the structure of community college foundation boards; recruitment and retention of minorities; the Montgomery GI Bill; merit recognition; literacy for non-native English speakers; and faculty development. The winter 1989 issue displays a change in format for the Quarterly. It provides essays under the departments of Academic Affairs, Legislative Advocacy, Community Relations, Employee Relations, and Commentary and the following feature articles: "How Does Your President Measure Up?" by Charles Harrison and "Community Colleges Exhibit New Spirit of Fund Raising Aggressiveness," by Diana L. Pabst. (AJL)

ED 311 602 EA 021 388

Shoemaker, Betty Jean Eklund
Integrative Education: A Curriculum for the Twenty-First Century.
Oregon School Study Council, Eugene.
PUB DATE- Oct 89
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.00 postage and handling on billed orders; quantity discounts).
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum; *Curriculum Design; Curriculum Development; Educational Change; *Educational Strategies; Elementary Secondary Education; Fused Curriculum; *Holistic Approach; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; *Thematic Approach

There is increasing interest in integrated studies or the integrated curriculum at all levels of schooling. Integrated approaches reveal wide differences in interpretation of what integration actually means and how it can be accomplished within the school setting. Chapter 1 discusses the various meanings of integration and some approaches taken to achieve integration. Then chapter 2 addresses why there is a call for integration at all levels of schooling. Chapter 3 briefly describes nine integrative models. Chapter 4 describes the first draft of the elementary "Education 2000 Integrated Curriculum" in Eugene (Oregon) Public Schools. Chapter 5 contrasts integrated and traditional subject-centered curricula. In conclusion, the arguments in support of integrative education are summarized. (57 references) (SI)

ED 311 649 EC 221 056

Overton, Sara R.; And Others
Achievement Motivation, Coping Processes, and Sports Participation of Athletes with Physical Handicaps: A Student-Initiated Project. Final Report, July 1, 1985 to September 15, 1986.
Michigan State Univ., East Lansing.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Oct 86
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Athletes; *Athletics; *Attitudes; *Cerebral Palsy Cognitive Processes; Competition; *Coping; Locus of Control; Motivation; Persistence; *Physical Disabilities; Questionnaires; Success

The study examined how the coping behaviors and achievement motivation of 181 athletes (aged 18-66) with cerebral palsy or other physical disabilities influence participation in the normalized activity of competitive sport. The project examined the following cognitive aspects of performance: (1) reasons for becoming involved in sports; (2) how the athletes define personal success or failure in sports; (3) how athletes explain winning and losing performances; (4) how athletes cope with disability; (5) how athletes cope with the stresses of competition; and (6) factors which influence an athlete's decision to persist in sport competition. Questionnaires were administered before and after the National Cerebral Palsy/Les Autre Games of 1985. Results indicated that the athletes were characterized as moderately high on coping with disability status and their achievement orientations were similar to those of a sample of non-disabled athletes. Both winners and losers used internal and external attributions to explain performance. Significant differences were noted between severely disabled and less severely disabled athletes in the use of attributions. The coping strategies of problem solving and positive reappraisal were used most often by the athletes. Much of the document consists of appendixes which include the study questionnaires and presentations given at professional meetings. (DB)

ED 311 665 EC 221 081

Todis, Bonnie; Singer, George
Stress and Stress Management in Families with Adopted Children Who Have Severe Disabilities.
PUB DATE- 4 Apr 89
NOTE- 42p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption; *Child Rearing; Children; Coping; *Foster Family; Motivation; *Multiple Disabilities; Observation; *Parent Attitudes; Qualitative Research; *Severe Disabilities; *Stress Variables
Qualitative research methods were used to investigate the sources and methods of dealing with stress in eight families with adopted children who have severe developmental or multiple disabilities. The families, who had each adopted from two to 30 children, included "birth children" and, in some cases, foster children as well. The research methods used were participant observation in the families and unstructured interviews with parents, adoption agency workers, state children's welfare workers, and counselors who work with adoptive families. The study identified the rewards associated with adopting children who have disabilities as well as common sources of stress. Somewhat surprisingly, management of daily household tasks and child care routines were not listed as stressful. However, interactions with school and medical personnel and other professionals were extremely stressful for all families interviewed. Effective stress management techniques included focusing on successes of children and the benefits of living in the family to the individual children, maintaining contact with other large families with adopted children with disabilities, and occasionally, adopting another child with severe disabilities. (DB)

ED 311 774 HE 022 811

Andersen, Charles J., Comp.; And Others
Fact Book on Higher Education, 1989-90.
American Council on Education, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 ($41.95).
NOTE- 298p.; American Council on Education/Macmillan Series on Higher Education.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Degrees (Academic); *Demography; Educational Change; Educational Economics; Educational Finance; *Educational Trends; *Enrollment Trends; *Higher Education; Institutional Characteristics; National Surveys; School Statistics; Student Characteristics; Student Financial Aid

A collection of pertinent data on baseline trends in higher education is presented that offers comparisons over time, with some data traced back to the 1930s. Eight topical sections are: (1) demographic and economic data (e.g., occupation projections to 2000 and median income of families and individuals); (2) enrollment data (e.g., enrollment by level of study and residence and migration by state); (3) data on institutions (e.g., institutions of higher education by control and percentage distribution of institutions by size and region); (4) finance data (e.g., current fund revenue of instutions of higher education and voluntary support of institutions of higher education); (5) data on faculty and staff (e.g., characteristics of faculty by institutional type and women college presidents by type and control of institution); (6) student data (e.g., average student charges by type and control of institution and education debts of recent college graduates); (7) earned degrees data (e.g., percentage of earned doctorates awarded to women by field of study and degrees conferred in business and management); and (8) student aid data (e.g., costs of attendance and income and number of recipients of selected federal student aid programs). A guide to data sources is included. Tables are based on the latest available data from over 40 sources. There are more than 25 new tables in this edition, many of which show data by race/ethnicity and on institutional finance in current and constant dollars. Maps, charts, tables, and graphs are included. (SM)

ED 311 789 HE 022 837

Report of the Educational Support Services Master Plan Task Force.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- May 89
AVAILABLE FROM- California State University, 400 Golden Shore, Long Beach, CA 90802-4275 (first six copies, free, then $7.50 per copy).
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; College Students; Counseling Services; Educational Finance; Financial Services; Health Services; Higher Education; Human Services; Information Services; *Master Plans; Social Services; *State Universities; *Student Personnel Services
IDENTIFIERS- *California State University

The evolution of educational support services at California State University (CSU) is described, and a student services master plan is proposed. Thirty recommendations for improving services, better integrating them into the system, and ensuring that they meet the needs of today's students and those enrolling in the future are presented, including the following: campuses periodically assess student needs, priorities, and opinions to measure student satisfaction with the CSU experience; student affairs play a major role in assisting the entire campus community to develop programs that foster understanding and appreciation of diverse social and cultural lifestyles; campuses seek means of recognizing and rewarding faculty participation in student services and programs that enhance the educational experience of students beyond the classroom; financial aid staff extend their efforts in pointing out the potential of financial aid for supporting and advancing outreach and recruitment efforts; and recreation and leisure activities be encouraged and supported. Six appendices are: working paper on qualities desired in CSU graduates; inventory of existing CSU student services policies; organization of student affairs in CSU; the history of student affairs in American higher education; student services evaluation standards; and task force membership. Contains 68 references. (SM)

ED 311 818 HE 022 910

Olivas, Michael A.
The Law and Higher Education. Cases and Materials on Colleges in Court.
PUB DATE- 89
AVAILABLE FROM- Carolina Academic Press, P.O. Box 51879, Durham, NC 27717 ($80.00).
NOTE- 1,080p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Freedom; Administration; *Affirmative Action; College Faculty; College Students; *Court Litigation; Equal Education Equal Opportunities (Jobs); *Governance; *Higher Education; Laws; *Legal Responsibility; Tenure

Information on law and higher education is presented through approximately 350 cases and materials on colleges in court, noting that the study of higher education law is developing rapidly. Five chapters are as follows: (1) the legal governance of higher education (e.g. what college is, the establishment of private colleges, religion and higher education, the establishment of public colleges and state agency, and consortia and interinstitutional governance); (2) academic freedom (e.g. academic freedom in classroom teaching and research laboratories, who may teach and what is taught, the right to hear, academic freedom in research and publications, how research can be conducted, speech as a matter of public concern, conduct toward students outside class, faculty as citizens in society, and academic freedom for students and others on campus); (3) the law and the faculty (e.g. tenure and promotion, tenure and race, firing faculty, seniority and age discrimination, financial exigency, tenure density, sexual harassment, conflicts of interest, and collective bargaining); (4) students and the law (e.g. the legal relationship between colleges and students, tort theories, grades, student admissions, academic dismissals, student fees; and residency requirements); and (5) affirmative action (affirmative action and students, affirmative action and institutions, and affirmative action in employment). Three appendices are: sensitive compartmented information nondisclosure agreement; proposed scheme for a pontifical document on Catholic universities; and statement on academic freedom, Southern Baptist Convention. (SM)

ED 311 895 IR 052 858

Marek, Kate
Dewey Decimal Classification for U. S. Conn: An Advantage?
PUB DATE- 31 Jan 88
NOTE- 17p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Cataloging; *Classification; Higher Education; Indexing; Library Automation; Library Collections; Library Research; *Library Technical Processes; Online Searching
IDENTIFIERS- *Dewey Decimal Classification; Library of Congress Classification; *Reclassification
This paper examines the use of the Dewey Decimal Classification (DDC) system at the U. S. Conn Library at Wayne State College (WSC) in Nebraska. Several developments in the last 20 years which have eliminated the trend toward reclassification of academic library collections from DDC to the Library of Congress (LC) classification scheme are considered: LC has proven to be less than perfect for academic collections; LC now assigns both DDC and LC call numbers; and even items already assigned a classification number require the attention of library staff. The following questions are then addressed: (1) What things need to be considered when deciding whether to reclassify a collection? (2) What are the current size recommendations for using the LC system? (3) What percentage of books added to the WSC collection have LC and/or DDC numbers available? and (4) What would the costs be to reclassify the WSC collection and how would automation change the costs? It is concluded that WSC should not reclassify its collection at this time. The potential of DDC as an online search tool providing subject access to the collection is discussed. (17 references) (MES)

ED 311 952 JC 890 454

Eaton, Judith S.
President's Report, 1988-89. Community College of Philadelphia.
Philadelphia Community Coll., Pa.
PUB DATE- Aug 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Faculty; Community Colleges; *Computers; Educational Finance; Educational Trends; *Enrollment Trends; *Financial Support; *Institutional Characteristics; Private Financial Support; *Student Characteristics; Student Financial Aid; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Community College of Philadelphia PA
A brief narrative and statistical profile of the Community College of Philadelphia (CCP) are provided, with emphasis on the 1988-89 academic year. Graphs and tables illustrate trends in enrollments, student characteristics, finances, financial aid funding, gifts and grants, staffing, and the acquisition of computer equipment. Statistical highlights include the following: (1) enrollment for 1988-89 reflected a modest gain in headcount and full-time equivalent students at the main campus, along with a significant decline in off-campus activity associated with the discontinuation of an apprenticeship program; (2) 32% of CCP's students enrolled for job preparation, while 52% entered for transfer preparation; (3) CCP's operating budget rose 4.8% from $36,724,799 in 1987-88 to $38,474,708 in 1988-89; (4) student financial aid funds totaled $8,872,029 in 1988-89, representing a seven-year low in state and federal student financial aid grants and loans at the college; (5) the number of full-time staff dropped from 701 in 1988-89 to to 694 in 1989-90; and (6) CCP's computer and computer-related inventory continued to expand, with the number of computer terminals increasing from 261 in March 1988 to 319 in June 1989. A list of the members of CCP's board of trustees is included. (JMC)

ED 311 966 JC 890 471

Austin, Henry
Computer Specialist Need Assessment for Oakland Community College: Final Report.
Oakland Community Coll., Farmington, Mich.
PUB DATE- Oct 89
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Science Education; *Curriculum Development; *Data Processing; Employer Attitudes; Followup Studies; Labor Force Development; Literature Reviews; Needs Assessment; *Occupational Information; Questionnaires; *Technological Advancement; Two Year Colleges
Prepared as part of an effort by Oakland Community College (OCC) to monitor the evolution of information technology in relation to the college's mission and purpose, this report describes OCC's current programs in data processing, examines the fit between the current curriculum and the employment market for computer specialists in southeast Michigan, reviews the literature on technology trends, and presents recommendations. Following introductory material, the report describes OCC's four data processing programs: business computer programming, computer systems analysis, computer science technology, and small computer systems technology. The next section examines employment and educational indicators, including gross projections of computer employment at the federal and regional levels; content analyses of want-ads and of computer specialist offerings at other postsecondary institutions; a review of model curriculum offerings from national computer service organizations; and results from surveys of former data processing students and area employers. Next, a summary is presented of major findings from a literature review of trends in computer technology. The final sections present recommendations for a new computer information science curriculum and for a computer system to support the new curriculum. Appendixes contain: (1) information on OCC's current data processing curriculum; (2) a report on the demand for computer programmers and systems analysts in Michigan; (3) results of the want-ad survey; (4) an analysis of computer course offerings; (5) a more detailed report on the former student and employer surveys, including the survey instruments; and (6) a review of the literature on desktop power, networks, open systems, and software productivity. (JMC)

ED 311 993 JC 890 500

Ancona, Carol T.
A Faculty Senate President's View of the Plight of Adjunct Instructors.
PUB DATE- 89
NOTE- 10p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; College Faculty; *College Governing Councils; Community Colleges; *Faculty College Relationship; Nontenured Faculty; *Part Time Faculty; *Personnel Management; Personnel Policy; Teacher Morale; Two Year Colleges
Drawing from 18 years of experience as an adjunct professor at a community college and 3 years as a non-tenured full-time faculty member, the President of the Faculty Senate of Valencia Community College (VCC) offers a number of personal observations on the ways in which adjunct faculty and faculty senates can address the problems encountered by part-timers and caused by employment policies that rely heavily on them. The paper begins by stressing that adjunct faculty do have a voice on community college campuses, do have mentors, do have opportunities for professional inclusion on campus, and do have a chance for advancement--the problem often is that they don't know it. Efforts of VCC to cure many of the ills of adjunct faculty are highlighted, indicating that the college has realized a turnover of almost all of its long-standing part-time staff, it has paid serious attention to the orientation of adjuncts and has addressed the policies of tenure and renewal that affect these faculty members. In addition, the college's new Faculty Senate Constitution will allow for the inclusion of adjuncts as members, in meetings, and on committees. The paper discusses the role of the Senate as a forum for the problems that hiring adjuncts in greater numbers can create, and suggests that by attending Senate reforms are suggested. (AYC) management of the college, and the ways in which they are viewed by their full-time colleagues. While the personel course of action described in this paper is not necessarily advocated for all adjuncts, the effects of an increasing involvement in the activities of VCC's Faculty Senate and of a determination to gain recognition for the needs of adjuncts are described in positive terms. The difficulties in being a non-tenured faculty member are discussed and ways that the Community College Humanities Association and other organizations can serve as support groups for educational reforms are suggested. (AYC)

ED 311 587 EA 021 363

White, Richard K.; Lester, Paula
A Profile of Administrative Interns Working in Metropolitan Elementary and Secondary Schools.
PUB DATE- Oct 87
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration on the Teaching of Educational Administration: Mission, Methods, Materials (1st, Charlottesville, VA October 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; Elementary Secondary Education; Higher Education; *Internship Programs; Supervisor Qualifications; Urban Schools
IDENTIFIERS- *Long Island University NY
To examine the demographic-educational characteristics of Long Island University's Department of Educational Leadership and Administration (DELA) interns, their career options during and after internship, and their perceptions of the nature and quality of the internship experience, questionnaires were mailed to 135 of the department's 1987 graduate students. Responses, received from 119 of the students, were combined with academic advisor and internship coordinator interviews, student academic record reviews, and program evaluations to develop a profile of the typical intern. For comparison of current interns to past graduates, questionnaires were mailed to 1,100 former DELA students, 620 of whom responded; of these responses, graduates of the years 1980, 1983, and 1984 were selected for comparison. The demographic pattern of DELA interns that emerged mirrored the general characteristics of the 1986 Long Island public school teachers. The results indicate that the typical intern has more than 15 years' public school teaching experience, is female, has served in secondary schools, holds a master's and/or a higher degree, and has changed position in the last 5 years. Intern responses regarding field perceptions were generally positive; however, the specific field experience areas of time commitment, placement, and role definition raised questions for further study. (16 references) (KM)

ED 311 617 EC 212 838

Personnel Supply and Demand. Trends, Statistics, Demographics, Measurement Models. Bibliography. Information on Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 11p.; Prepared by the Supply/Demand Analysis Center. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Demography; *Disabilities; Educational Trends; Elementary Secondary Education; Higher Education; Special Education; *Teacher Supply and Demand

This selected bibliography lists 93 publications that contain information on: (1) personnel supply/demand in special education, general education, related services, and higher education; (2) trends in education, enrollments, populations, and related topics; (3) demographic data that may influence personnel supply/demand in special education; and (4) models or procedures for measuring and projecting supply/demand. A note indicates that the publications do not deal primarily with such teacher supply/demand variables as attrition, certification, incentives, etc. (JDD)

ED 311 680 EC 221 098

Baine, David
Negotiation and Mediation in Transdisciplinary Decision-Making.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Arbitration; *Disabilities; Elementary Secondary Education; Interdisciplinary Approach; Interprofessional Relationship *Participative Decision Making; *Problem Solving; Student Placement; *Teamwork
IDENTIFIERS- *Negotiation Processes
This presentation introduces the methods of negotiation and mediation in transdisciplinary decision-making, and applies the methods specifically to the educational needs and placements of students with disabilities. Four stages of mediation are described: problem identification, generation of problem-solving options, evaluation of options, and agreeing to solutions. Common problems arising at each stage are discussed, such as taking an inflexible stand on an issue, emotional outbursts, prolonged repetition of the same points, personal attacks, premature acceptance of a "solution" without considering all of the relevant variables, and resisting agreement. Mediator's responses to each type of problem are also presented, along with the rationale for each mediator response. (Author/JDD)

ED 311 696 FL 018 012

Selected Elementary and Secondary German Language Materials: Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 11p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; Bilingual Education Programs; Cultural Education; Curriculum Guides; Elementary Education; FLES; *German; Immersion Programs; *Instructional Materials; Mathematics Instruction; *Program Descriptions; *Resource Units; Science Instruction; Secondary Education; Second Language Instruction; Social Studies
IDENTIFIERS- *Content Area Teaching

This 25-item annotated bibliography is composed of materials for teaching German in the content areas at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are lists of publishers of German materials for teaching in the content areas (science, math, and social studies), program descriptions, curriculum guides, and suggested teaching methods for bilingual education, immersion, and foreign language in the elementary schools (FLES) programs. (DJD)

ED 311 744 HE 021 443

Challenges for Continuing Higher Education Leadership: Economic Development in a Multicultural Society.
National Univ. Continuing Education Association, Washington, DC.
PUB DATE- 88
AVAILABLE FROM- National University Continuing Education Association, One Dupont Circle, Washington, DC 20036.
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Competition; *Continuing Education; *Cultural Pluralism; Demography; *Economic Development; *Government Role; Higher Education Labor Force Development; *Labor Market; *Leadership; Minority Groups Program Design; Social Change; Social Discrimination; State Government
IDENTIFIERS- Brigham Young University UT; Ohio State University; San Francisco State University CA; University of Arizona; University of California Los Angeles; University of Massachusetts Amherst; University of South Carolina; Weber State College UT
Presentations made at a 1987 forum on continuing higher education leadership sponsored by the National University Continuing Education Association include: "Shifting Demographics: Implications for the Community and Higher Education" (David Hayes-Bautista); "Minority Issues: Central Theme or Footnote" (Sarah Melendez); "Minorities and One's College Experience" (Dorothy Ann Kelly); "Quality of and Equality for Our Work Force" (Laura D'Andrea Tyson); "Discrimination and Competitive Success" (Robert Singleton); "Services Cannot Make America Rich" (Brendan Keegan); "State Goals and Initiatives: Ensuring a Better Future for All Citizens" (Teresa Hughes); "Fundamental Questions Remain" (Dolores Cross); "Provincial Pursuits" (Dennis Cabral); "Shouldering the Social Obligation" (James Mingle); "What Is an American?" (Paul Miller); and "To Define Leadership" (Milton Stern). Model intercultural programs at the University of Massachusetts-Amherst, the University of South Carolina, University of California-Los Angeles, Ohio State University, Weber State College, University of Arizona, San Francisco State University, and Brigham Young University are briefly described. (MSE)

ED 311 759 HE 022 564

Recruitment and Retention of Minorities in Connecticut Higher Education: A Status Report.
Connecticut State Board of Higher Education, Hartford.
PUB DATE- Apr 89
AVAILABLE FROM- Connecticut Board of Governors for Higher Education, 61 Woodland Street, Hartford, CT 06105.
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Enrollment Rate; *Enrollment Trends; Higher Education; *Minority Groups; *School Holding Power; State Surveys; Statewide Planning; *Student Recruitment
IDENTIFIERS- *Connecticut

Connecticut's Strategic Plan for Racial and Ethnic diversity was created in 1985 to increase minority participation in the state's higher education through recruitment and retention. The report presents a model for examining progress in this area. Data on specific minority group enrollments and percentages at the undergraduate, graduate, and first-professional levels are presented for even years since 1976 and for individual institutions are presented. Data are also provided for institutional categories (University of Connecticut, Connecticut State University, regional community colleges, state technical colleges, national independent institutions, regional independent institutions, and two-year independent institutions) on percentages of minorities who are first-time freshmen or at other levels. Degree awards to minorities since 1982 are tracked, and ratios of headcount enrollments to degrees awarded are tabulated. It is concluded that, in response to emphasis placed on it, minority recruitment is showing the most progress. Improving retention is seen as the next step in assuring full participation. The state's strategic plan is viewed as successful in its early stages. (MSE)

ED 311 804 HE 022 891

Ward, Wanda E., Ed.; Cross, Mary M., Ed.
Key Issues in Minority Education. Research Directions and Practical Implications.
Oklahoma Univ., Norman. Center for Research on Minority Education.
PUB DATE- 89
AVAILABLE FROM- University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($20.00).
NOTE- 218p.; Based on a conference (Norman, OK).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; American Indians; *College Admission College Faculty; College Students; *Equal Education; Graduate Students; Graduate Study; Higher Education; *Minority Groups; School Holding Power; Standardized Tests

A collection of 10 papers on minority education is presented, with sections on legal aspects of access for minorities, minority faculty and staff, minority graduate education, and standardized testing in the admission of minority students. Papers are as follows: "The Legal Obligation to Secure Access for Minority Students in Higher Education" (Ronald T. Vera); "Access and Retention of Minority Faculty and Staff" (Reginald Wilson); "Issues and Strategies in the Retention of Minority Faculty and Staff in Higher Education" (James R. Gavin, III); "Access and Retention of Minority Graduate Students" (Anne S. Pruitt); "Issues in Increasing Minority Participation in Graduate Education" (Hazel J. Scott); "Graduate and Professional School Preparation of American Indians: A Look at Three Programs" (Stephen J. Barse); "Broadening the Basis for Admissions Decisions: The Role of Standardized Testing in the Admission of Minority Students" (Winton H. Manning); "Access and Excellence: Two Views of Reality" (Dan Hobbs); "General Recommendations" (Wanda E. Ward and Mary M. Cross); "and "Specific Recommendations" (W. Ward and M. Cross). An appendix provides a list of conference participants. Contains four references. (SM)

ED 311 847 HE 022 948

McPhail, Irving P.
The Changing Job of the President.
PUB DATE- 4 Apr 89
NOTE- 17p.; Paper presented at the National Conference of the American Association on Higher Education (Chicago, IL, April 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Black Colleges; *Blacks; College Administration; College Faculty; *College Presidents; Curriculum Development; Educational Finance; Enrollment; Higher Education; *Leadership; Minority Groups; Outcomes of Education; School Community Relationship
IDENTIFIERS- *LeMoyne Owen College TN

The multiple roles of a contemporary Black college president are discussed and defined, focusing on the changing role of the president. Like their White counterparts, presidents of the nation's 117 historically Black colleges have seen their roles evolve as they have become savvy promoters, competing aggressively for students and philanthropic dollars. The nine key areas in which presidential leadership has been most critical in catalyzing a renaissance at LeMoyn-Owen College are reviewed, noting the importance of a blended style of presidential skills and a strategic plan in sustaining the drive toward excellence and equity in institutional renewal. These areas are as follows: board development; administration; fund development; community outreach (public responsibility); faculty and staff competence; positioning the college; curriculum renewal; enrollment management; and outcomes assessment. It is indicated that the power of the presidency at this school has not lost power and is unique in institutions that are in crisis and needing to undergo major transformations of mission, structure, and curriculum. As a Black college, LeMoyne-Owen College has made the commitment to elevate the expectations of the youth from the surrounding inner-city community and to prepare them for lives of productivity, leadership, and responsible citizenship. (SM)

ED 311 881 IR 014 001

Parer, Michael S.
Textual Design and Student Learning.
Gippsland Inst., Churchill (Australia). Centre for Distance Learning.
SPONS. AGENCY- Australian and South Pacific External Studies Association.
PUB DATE- 88
AVAILABLE FROM- The Centre for Distance Learning, Gippsland Institute, Switchback Road, Churchill 3842, Victoria, Australia ($20.00).
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advance Organizers; Comprehension; Distance Education; *External Degree Programs; Higher Education; *Instructional Design; Language Usage; *Learning Processes; *Readability; Reader Text Relationship; *Text Structure
IDENTIFIERS- Australia; Biggs Study Process Questionnaire; Lancaster Approaches to Studying Inventory; *Message Design
A study was conducted to examine the relationships of four areas of textual design factors that are relevant to external students' learning as they use their course study guides: the micro and macro textual features, the linguistics, and the instructional design elements. Twelve external students from two units at the Gippsland Institute were observed in real time using a Study Protocol Recorder (SPR). They completed the Lancaster Approaches to Studying Inventory and the Biggs Study Process Questionnaire and were interviewed in a debriefing session. It was found that students valued and were aided by access structures, i.e., devices which gave them access to the author's argument, enabling them to gain an overview of the text and to locate the key elements of the subject. Although few used the terms "access structures" or "advance organizers" to describe these devices, they did mention the assistance given by tables of contents, objectives, headings, introductory chapters, selective sampling, and summarizing. This led to the conclusion that access structures are of greater help in studying than legibility features. The further conclusion was that the use of unambiguous and logical language, with appropriate sentence and paragraph sequences, can compensate for inadequate typographic signalling; and that headings, illustrations, and photographs that are not directly relevant can annoy those who seek connections between all elements of the textual presentation. The ideal is for a blend of all four levels of textual elements to aid the external student in using course study guides, so that resources invested in improving textual design will aid both deep and surface learners. Two questionnaires are appended. (68 references and 6 tables) (Author/GL)

ED 311 910 IR 052 902

Library Programs (LSCA Title IV). Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1988.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 51p.; For the June 1988 report, see ED 297 767.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indians; *Construction Programs; Federal Aid; *Grants; *Hawaiians; *Library Acquisition; Library Extension; Library Facilities; *Library Personnel; Library Services; Public Libraries; Staff Development
IDENTIFIERS- *Library Services and Construction Act

This report provides information on the fourth year of funding (fiscal year 1988) of the Library Services and Construction Act (LSCA), Title IV grant programs, which provide appropriations for Indian tribes and for Alu Like, Inc.--the organization recognized by the Governor of Hawaii to serve Hawaiian natives--under two program cycles: Basic Grants and Special Projects. An explanation of the Basic Grants program is presented, with an appended table showing a breakdown of funding by activity for each basic grant. Highlights are then given of each Special Projects award, including a map and a funding summary. Hawaiian Natives Projects, which are funded under the Basic Grant program, are also listed, and information provided for each of 13 projects includes its funding, its objective, and a brief summary of activities to be accomplished. Activities supported by these grants include: (1) library needs assessments; (2) training of library personnel; (3) salaries of library personnel; (4) purchase of library materials; (5) dissemination of information about library services; (6) transportation to provide access to library services; (7) construction, purchase, renovation, and remodeling of library buildings; and (8) contracts to provide library services or to carry out any of the above activities. (SD)

ED 311 980 JC 890 486

Livieratos, Barbara B.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
Distance Learners: Howard Community College's Fiscal Year 1989 Telecourse Students. Research Report Number 62.
PUB DATE- Oct 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Computer Oriented Programs; Enrollment *Enrollment Trends; Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; *Telecourses; Two Year Colleges; *Two Year College Students
In fiscal year (FY) 1989, students enrolled in telecourses at Howard Community College (HCC) were surveyed at the end of each semester to determine their enrollment patterns, goals, sources of information about telecourses, reasons for enrolling in and satisfaction with the course, interest in computer-based distance learning, and personal characteristics. During FY89, 699 students enrolled in 27 telecourses at HCC. Survey responses from 448 of these students revealed the following: (1) the typical telecourse survey respondent was a 32-year-old white female with a high school diploma or higher and a full-time job during the semester in which the telecourse was taken; (2) 50% of the fall students, 42% of the spring students, and 28% of the summer students had taken previous telecourses at HCC; (3) during fall and spring, 36% and 34% of the students were concurrently taking evening classes at HCC; (4) 49% of the students were taking the telecourse to transfer to a four-year college; (5) 60.8% were interested in using a microcomputer to take tests or communicate with their instructor; (6) 39.6% had used the library's copies of the telecourse tapes; and (7) the top three reasons for enrolling in a telecourse were lack of time for regular courses, being able to combine college and family responsibilities, and minimizing travel. The survey instrument is appended. (JMC)

ED 311 603 EA 021 389

Student Self-Esteem. The Best of ERIC on Educational Management, Number 94.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 9740
($2.50 prepaid postage and handling).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Adolescent Development; Delinquency Causes; Elementary Secondary Education; High Risk Students; Literature Reviews; Middle Schools; Parent Student Relationship; *Self Esteem; *Self Evaluation (Individuals); *Student Development; *Student School Relationship; Success; Teacher Student Relationship

This annotated bibliography of 12 publications on student self-esteem includes six research studies that indicate the following: (1) it is the actual ability of students, not their self-concepts of ability, that make the difference in academic success; (2) students who feel strong parental pressure generally have lower self-esteem; (3) self-esteem has a negligible effect on subsequent delinquency, and delinquent behavior itself tends to lower, not raise, self-esteem; (4) there is no significant causal relationship between general self-esteem and academic achievement; (5) self-esteem is caused by prior success in the classroom; and (6) high self-esteem is a consequence of having experienced meaningful successes. Additional publications deal with: measuring self-esteem in early adolescents; steps administrators can take to raise students' self-esteem and to help students in middle-level schools enhance their self-perception; ways to block the no-effort strategy employed by students who have a fear of failure; helping students set meaningful goals that they can attain. Finally, one article argues that healthy self-esteem is based on a realistic and responsible assessment of one's self in all its aspects, and accepting the worth and rights of others. (MLF)

ED 311 634 EC 221 040

Harslem, Barbara P.; Hawkins-Shepard, Charlotte
Development of a National Information Center on Deafness. Final Report on National Survey of Information Needs and Services Relating to Hearing Impairment.
Gallaudet Coll., Washington, D.C.
SPONS. AGENCY- Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE- Jan 81
NOTE- 110p.; For the comprehensive document, see EC 221 039.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deafness; *Information Needs; *Information Services; *Information Systems; National Surveys; *Needs Assessment; Organizations (Groups); *Program Development
IDENTIFIERS- *National Information Center on Deafness
The report documents activities concerned with the planning and design of a National Information Center on Deafness at Gallaudet College. Development activites included: (1) establishment of an Information Center Advisory Committee; (2) a survey of agencies, institutions, organizations, and programs serving deaf people to assess their information needs; (3) visits to 15 operational information centers to document their information handling systems and organizational structure; (4) systems design for the quick exchange of information so that agencies and organizations can quickly respond to requests; (5) the beginning of acquisition and organization of information on frequently requested topics; and (6) preparation of a brochure announcing the establishment of the National Information Center on Deafness. Most of the document consists of appendixes in the form of documents pertaining to each of the project activities. (DB)

ED 311 713 FL 018 152

McNeely, Sharon Nichols; Hallman, Clemens L.
Teacher Training Project for Bilingual and English to Speakers of Othe
Languages Teachers. Teacher Training Monograph No. 3.
Florida Univ., Gainesville.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 84p.; This document contains some colored pages which may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Individual Differences; Interviews; *Language Proficiency; *Language Tests; *Oral Language; *Questioning Techniques; Second Language Instruction Student Characteristics; Teacher Education; Teaching Guides; Test Format; Testing Problems
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines
This monograph is designed to acquaint classroom teachers with the language proficiency guidelines of the American Council on the Teachin of Foreign Languages (ACTFL) and the oral testing guidelines of the Educational Testing Service (ETS). The guidelines are intended for language proficiency assessment by the oral interview technique. Designated pages are to be used as a pull-out manual before and after testing for illustrating how informal oral language proficiency assessment (OLPA) interviews are conducted. An introductory section discusses the need for OLPA, the interview technique, the history of oral language proficiency testing, terms and definitions, and caveats and common concerns. Three subsequent chapters examine proficiency levels (the rating scale and components of proficiency levels, and the ACTFL generic speaking descriptions), interviewing (techniques and procedures, interviewer bias and mistakes, and checklists, formats, an other suggestions), and student variables (ages and developmental stages, cultural and environmental factors, and personal and affective characteristics). The ACTFL proficiency guidelines, additional test descriptions, and a brief reference list are appended. (MSE)

ED 311 728 FL 018 172

Berney, Tomi D.; Friedman, Grace Ibanez
Project GET SET, 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 27p.; For a related document, see ED 298 776.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Awareness; Counseling Services; English (Second Language); Federal Programs; Junior High Schools; Junior High School Students; *Limited English Speaking; Low Income Groups; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Secondary Education; Spanish Speaking; Staff Development; Tutorial Programs
IDENTIFIERS- *New York City Board of Education; Project GET SET NY
In its second extension year following a 3-year federal funding cycl Project GET SET served 163 junior high school students of limited ability in both English and Spanish at two Bronx junior high schools. The project's aim was to reinforce English and native language skills and to offer students personal counseling, informative programs that would involve their parents, and career guidance. Students also worked with a part-time tutor. The program met its proposed objectives for native language development, and the noninstructional objectives were met for career seminars, parent programs, and staff training and development. Project GET SET only partially achieved the objectives in Englsih language development and curriculum material preparation. The project exposed students to a variety of traditional and nontraditiona career opportunities through a range of bilingual reference works, field trips, and lecture programs. Parents could participate in four workshops, and teachers and guidance counselors each attended three workshops. Recommendations for improvement include completion of the educational curriculum materials, and training mainstream teachers in the project's instructional methods. (MSE)

ED 311 833 HE 022 928

End of Academic Year Student Financial Aid Update Report. 1987 National Postsecondary Student Aid Study. Contractor Report. Technical Report.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 89
NOTE- 74p.; For related document, see HE 022 929. Data Series: SP-NPSAS-86/87-4.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Databases; Economic Change; *Family Characteristics; Federal Aid; Followup Studies; Income; *Institutional Characteristics National Surveys; Postsecondary Education; Research Methodology; State Aid; Student Employment; *Student Financial Aid; Taxes; Trend Analysis; Work Study Programs
IDENTIFIERS- *National Postsecondary Student Aid Study

The National Postsecondary Education Student Aid Study collected data for 59,886 sample students from registrar and financial aid office records at postsecondary institutions. To obtain award amounts covering the entire 1986-87 academic year and for data verification, fall financial aid data were updated at the end of the academic year. Results and methodology are reported. There were several facts highlighted in this study. Over one-third of eligible sample students had substantive updates or corrections. Public and private doctoral-granting institutions, containing 44.4% of sampled students, accounted for 45.9% of updates to student family information. Private for-profit institutions, containing 10.1% of sample students, accounted for 13.5% of updates. The most updated substantive items were family gross income and federal income tax paid. Federal aid categories accounted for two-thirds of total net dollar increase in aid award amounts reported in the update. Institutional loans and grants ranked second, and state grants and loans third. Guaranteed Student Loans/Federally Insured Student Loans were the most updated item overall, were the most-updated federal aid item, had the largest dollar amounts of updates, and had the biggest net increase in dollar amounts. Of the 4,212 students in the sample who were awarded funds through the federal College Work-Study program, only 69.4% actually earned money during the school year. (MSE)

ED 311 867 IR 013 986

Shavelson, Richard J.; And Others
Evaluating Student Outcomes from Telecourse Instruction. A Feasibility Study.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- May 86
AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Evaluation; *Distance Education; *Educational Television; *Evaluation Methods; Evaluation Problems; Feasibility Studies; Higher Education; Instructional Development; *Instructional Effectiveness; *Telecourses
IDENTIFIERS- *Annenberg CPB Project
In November 1984, the Rand Corporation was asked by the Annenberg/Corporation for Public Broadcasting (A/CPB) Project to conduct a study during the spring 1985 school semester on the feasibility of evaluating student outcomes from A/CPB telecourses. This report documents the findings of that study, which had three goals: (1) to examine alternative designs for evaluating the impact of A/CPB telecourses on student outcomes; (2) to provide preliminary data on the impact of "The Constitution: That Delicate Balance" and "The New Literacy" on student outcomes; and (3) to recommend whether, within time and methodological constraints, it was feasible to evaluate student outcomes attributable to the A/CPB courses. Findings indicate that despite many difficulties, it is possible to monitor implementation so as to secure reliable data on student outcomes without intruding unduly into normal teaching routines. Certain conditions, however, must be observed. They include: (1) the use of a sufficient number of sites in order to oversample each course; (2) the provision of extensive lead time prior to implementation of the evaluation to allow site administrators and instructors to become involved in course design and instrumentation; (3) the mandating of pretesting for all students; (4) the collection of specific data on implementation at each site, including how the course was taught, the extent of integration of the video lessons into normal teaching, and political factors affecting course implementation; and (5) the provision of incentives to instructors and students to encourage them to adhere to evaluation procedures. (9 references) (GL)

ED 311 925 IR 052 920

Grimes, Deborah J.
Two-Year College Libraries in Alabama: A Comparison in Terms of ACRL Quantitative and Qualitative Guidelines.
Shelton State Community Coll., Tuscaloosa, AL.
PUB DATE- Apr 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Library Associations; *Library Expenditures; Library Personnel; *Library Planning; Library Research; *Library Standards; Library Surveys; Professional Development; *Program Evaluation; Two Year Colleges
IDENTIFIERS- Alabama Junior College Library Association
The results of three surveys conducted by the Alabama Junior College Library Association (AJCLA) in November 1988 are used as the basis for comparative analysis in this report on 25 public and private 2-year college libraries and the Association of College and Research Libraries (ACRL) qualitative and quantitative standards. Results indicate that, on the average, these libraries fall short of ACRL's guidelines for "good" library programs. Staffing in these libraries falls below the "good" levels for professional staff; in addition, librarians informally expressed their concern about the lack of professional development activities and professional associations. Collections meet the minimum guidelines for size, but do not reach the "good" level. The annual acquisition level for these libraries was determined to be 1.6% of the collection size, whereas the ACRL recommends a minimum acquisition level of 5%. Space requirements were determined to fall between "minimum" and "maximum" recommendations. Audiovisual equipment holdings were gauged to be below minimum standards. The report concludes by recommending that: (1) ACRL quantitative standards be compared with Southern Association for Colleges and Schools accreditation criteria; (2) a professional development program for AJCLA be designed to address specific weaknesses; and (3) an agenda be directed toward raising these schools to the ACRL "good" level. Six tables present comparisons of the data collected and the ACRL recommended levels. A summary of the statistical data from the surveys and questionnaires used for the opinion and general information surveys are appended. (SD)

ED 311 940 JC 890 373

Woodruff, Barbara Bilson, Ed.
Inside English: Journal of the English Council of California Two-Year Colleges; Vol. XV, Nos. 1-4, October 1987, December 1987, March 1988 and May 1988.
English Council of the California Two-Year Colleges.
PUB DATE- 88
NOTE- 55p.; This journal is printed in oversize form (11.5 x 14.5). All pages were photographically reduced by ERIC to standard size (8.5 x 11) before microfiche copies were made. For volumes 1-13 of "Inside English," see ED 272 238 for the archival compilation, or see ED 288 564-575 and ED 281 603 for individual volumes 1-14.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; *College English; Community Colleges; Computer Assisted Instruction; Content Area Writing; *English (Second Language); *English Instruction; Interdisciplinary Approach; *Literature; Poetry; *Remedial Instruction; *Teaching Methods; Two Year Colleges; Writing (Composition); Writing Exercises; Writing Skills

Designed primarily for English faculty at community colleges in California, "Inside English" includes articles on instructional innovations in teaching remedial writing, literature courses, and freshman composition, and on major curricular, administrative, and employment issues in the field. The first issue of volume 15 focuses primarily on English-as-a-Second-Language (ESL) instruction and includes the following feature articles: "The Puente Project: Building Confidence through Writing," by Walter Sherwood; "ESL and Freshman Comp: No Double Standard," by Karen Yoshihara; "ESL and the College Library: Creating an ESL Collection," by Alice Stiebel; "An Audience of One: The Writer's Voice and the International Student," by Philip Brady and "An ESL Program: One College's Answer," by Alice Gosak. Issue number 2 deals largely with developmental writing instruction and contains the following: "Basic Writers as Writers: Crimson Rosellas and the Teaching of Writing," by Margie Whalen; "Somewhere between...English 100: Neither Fish nor Fowl," by Barbara Kerr Davis; "Murphy's Law in the Classroom: Community College Students Meet Grammar," by Patricia Peterson; and "Community College Teaching Methods: A Strategy for Basic and Developmental Writing," by Richard Hascal. Issue number 3 presents "The Computer as Equalizer: Computers in the Writing Class," by Ronald Hartwell; "The Interconnectedness of All Things: Interdisciplinary Studies and the Relevance of Writing," by Terre Ouwehand; "Computer Assistance: But Can It Tell a Joke?" by Richard Hascal; "Collaborative Composition: WOLM, 'The Tempest,' and English 1A," by Arnold Solkov; and "Community College ESL: What Should Be Its Mission?" by Kathleen Llanos. Literature instruction is the theme of issue number 4, which includes "Literature in the Eighties: The Work of Literary Merit (WOLM) Program at Santa Rosa Junior College," by Edythe Briggs and others; "Campus Reaction to the WOLM," by Edythe Briggs; "A Method of Judgment: Evaluating Short Stories in Beginning Literature Courses," by Ray Weinstein; "A Way into Literature: Interviewing Francis Macomber," by Judith Hert; "Pick a Book, Any Book," by Robert Duxbury; "Student Response to the WOLM and 'The Tempest'," by Ida Egli; "Approaches to 'The Tempest'," by Marjorie Ford; "Teaching "Canterbury Tales": Chaucer, Middle English, and the Bilingual Student," by Nancy Nadeau; "Reversing Thought Units: A Poem by Any Other Name," by Annette Lynch; and "Community Colleges and the University: Who Can Learn What from Whom?" by Marlene Griffith. (AYC)

ED 311 618 EC 212 839

Physical Therapy and Occupational Therapy: Suggested Readings and Physical Therapy: Supply/Demand--Some Facts and Occupational Therapy: Supply and Demand--Some Facts. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Feb 89

NOTE- 8p.; Prepared by the Supply/Demand Analysis Center. Faint print affects two fact sheets.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; Employment Patterns; Occupational Therapists; *Occupational Therapy; *Personnel Needs; Physical Therapists; *Physical Therapy

Brought together are two fact sheets on the supply of and demand for physical therapists and occupational therapists. The fact sheets cite statistical data from the National Easter Seal Society, the American Physical Therapy Association, and the American Occupational Therapy Association. The cited facts focus on the need to recruit and retain rehabilitation professionals, the status of physical therapy education programs, and the status of personnel preparation in occupational therapy. A list of 13 suggested readings is also included. (JDD)

ED 311 650 EC 221 059

Roundtable on Special Education Technology in the Higher Education Curriculum.
Council for Exceptional Children, Reston, VA. Teacher Education Div.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jul 87
NOTE- 403p.; Project RETOOL: Training in Advanced Technology Applications in Special Education for Post-Doctoral Leadership Personnel Roundtable. Print is variable and will not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Codes of Ethics; *College Programs; *Computer Uses in Education; *Disabilities; *Educational Technology; Higher Education; Integrated Activities; *Microcomputers; Program Descriptions; Puzzles; Self Evaluation (Individuals); Special Education; *Teacher Education
IDENTIFIERS- Crossword Puzzles

This compilation of materials addresses the use of computers as a tool for instruction, management, communication, and personal productivity in special education. Recommendations are presented for establishing or revising special education technology training programs; recommendations deal with educational need, assumptions, goals, program model, content, support systems, finances, resources, materials, integration, personnel, evaluation, and accessibility. Then, descriptions of special education technology training programs are presented from 23 colleges and universities. Each program description is accompanied by samples of course materials, such as course descriptions, course objectives, course syllabi, student/teacher contracts, workshop materials on cooperative learning and computers, educational program competencies, a training model for higher education in special education technology, information on a switch-building workshop, and a paper by Ted Hasselbring titled "Effective Microcomputer Training and Implementation." A prototype training module is presented for integrating technology into special education teacher preparation courses. The module, which focuses on teaching with crossword puzzles, describes formats of crossword puzzles, their uses in several content areas, and their creation through use of computer software. Also included are the "Code of Ethical Conduct for Computer-Using Educators," developed by the International Council for Computers in Education, and a "Microcomputing Competency Self-Assessment for Special Education Professors." (JDD)

ED 311 666 EC 221 082

Brolin, Donn E., Ed.
Life Centered Career Education: A Competency Based Approach. Third Edition.
Council for Exceptional Children, Reston, Va.
PUB DATE- 89
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($19.50, $15.60 member price; Stock No. 180R).
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Community Role; *Daily Living Skills; *Disabilities; Elementary School Curriculum; Elementary Secondary Education; Experiential Learning; Individualized Education Programs; *Interpersonal Competence; *Job Skills; Secondary School Curriculum; Special Education Teachers; Teacher Role

The third edition of the Life Centered Career Education curriculum for special education students in grades K through 12 focuses on the domains of daily living, personal-social, and occupational skills. These are organized into 22 competencies and 97 subcompetencies. The guide is intended to be used for the development of individualized education programs (IEP) and for student assessment as well as direct instruction. An introductory chapter reviews the history of career education, distinguishes career education from vocational education and related areas, and suggests future directions. The next chapter details the structure of the curriculum including both competencies and subcompetencies. It also discusses curriculum implementation specifying the roles of special and regular educators, the family, and the community. The major portion of the document charts objectives, activities/strategies, and the roles of adults and peers for each of the subcompetencies. The last section explains student competency assessment and includes competency rating scales and provides a sample IEP form incorporating the curriculum's competencies and subcompetencies. The manual for the competency rating scale and master forms for duplication are appended. (DB)

ED 311 681 EC 221 099

McCarthy, Martha
Must Public Schools Provide Services for Severely Handicapped Children? Policy Bulletin No. 4.
Consortium on Educational Policy Studies, Bloomington, IN.
SPONS. AGENCY- Indiana Univ., Bloomington. School of Education.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 89
AVAILABLE FROM- Consortium on Educational Policy Studies, Education, Suite 326, Indiana University, Bloomington, IN 47405.
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; Educational Responsibility; Elementary Secondary Education; Federal Courts; Federal Legislation; *Legal Responsibility; *Public Schools; Residential Institutions; *Role of Education; *School Responsibility; *Severe Disabilities; Special Education; Student Needs; Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act
In a federal court case (Timothy W. versus Rochester School District), a public school district was relieved of any obligation to provide special education services for a disabled child who was considered incapable of benefiting from educational services. This case has raised significant questions regarding the scope of school districts' obligations under the Education for All Handicapped Children Act (EHA). The judge reasoned that the ability to benefit from instruction is a prerequisite to the school district's provision of educational services, and that children who do not have learning capacity are not intended to receive special education. The judge noted that the child must be evaluated regularly for signs of development which indicate a capability to benefit from special education. This case has significant implications for school districts in terms of: (1) making threshold judgements regarding whether specific handicapped children are covered by the EHA, and (2) determining responsibility for maintenance costs associated with severely handicapped children's residential placements. Discussed in this bulletin are the legal precedents supporting the court decision, the reaction of advocacy groups for the handicapped, and the question of expending funds from educational budgets to support residential placements. (JDD)

ED 311 697 FL 018 013

Selected Elementary and Secondary Spanish Language Materials: Language Arts. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 42p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; Bilingual Education Programs; *Class Activities; Computer Assisted Instruction; *Curriculum Guides; Elementary Education; FLES; Immersion Programs; *Instructional Materials; Language Proficiency; Language Skills; Language Tests; Lesson Plans; *Program Descriptions; *Resource Units; Secondary Education; Second Language Instruction; Short Stories; Skill Development; *Spanish; Textbooks; Vocabulary Development; Workbooks
IDENTIFIERS- Flash Cards; Foreign Language Experience Programs

This 118-item annotated bibliography is composed of materials for teaching Spanish language arts at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Sample language proficiency tests, vocabulary development activities, program descriptions (for immersion programs, bilingual education programs, and foreign language experience (FLEX) programs), student workbooks, flash cards, textbooks, lesson plans, classroom activities, graded readers, curriculum guides, language materials for use with computers, short stories, and activities to improve language skills are included. (DJD)

ED 311 790 HE 022 839

Dickey, Frank
Allied Health Program Review.
State Univ. System of Florida, Tallahassee.
PUB DATE- Aug 88
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Clinical Experience; College Faculty; *Demand Occupations; Educational Demand; Educational Finance; Educational Planning; *Educational Supply; Followup Studies; Higher Education; Longitudinal Studies; Minority Groups; *Program Evaluation; School Buildings; *State Universities; *Statewide Planning; Teacher Recruitment; Tenure
IDENTIFIERS- *State University System of Florida

A follow-up to the 1983 review of the Allied Health Program in the State University System (SUS) of Florida is presented. The review consisted of site visits and interviews on the campuses and consultant reviews of the clinical sites. Three sections are as follows: (1) national and statewide concerns (e.g., over 90% of the SUS allied health programs are currently operating on a limited access basis because they have more applicants than there are spaces, faculty, equipment, and labs; a shift in sources of revenue makes it more important for the allied health programs to demonstrate their merits in terms of benefits to students and to the public interest; and many programs in allied health require greater length of time for completion); (2) general recommendations (e.g., direct continuing efforts toward proposing an equitable measure for assessing the promotion and tenure of allied health faculty; provide appropriate funding for state of the art clinical equipment; and make special efforts to target minority groups for recruitment); and (3) programmatic reviews for each of the system institutions. Five appendices are: lead consultant's resume; institutional schedules for visits; list of university coordinators; list of university consultants; and academic degree program inventory. (SM)

ED 311 819 HE 022 911

Schuster, Jack H.; And Others
Governing Tomorrow's Campus. Perspectives and Agendas.
American Council on Education, Washington, D.C.
PUB DATE- Sep 89
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 ($24.95).
NOTE- 220p.; American Council on Education/Macmillan Series on Higher Education.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Accountability; College Administration; College Faculty; College Governing Councils; Employer Employee Relationship; Faculty College Relationship; *Governance; Government (Administrative Body); Grievance Procedures; *Higher Education; Leadership; *Policy Formation; Politics; Trend Analysis; Unions

A collection of original essays about who will and should share in governing colleges and universities is presented. Five parts contain 15 chapters as follows: (1) The Context of Contemporary Campus Governance: "Academic Governance: An Evolutionary Perspective," (W. Metzger); (2) New Perspectives on Campus Governance: "Leadership and Followership: The Cybernetics of University Governance" (R. Birnbaum), "Governance and Aspiration: Leading the Diversity of American Higher Education" (I. Spitzberg, Jr.), and "Principals and Agents in Campus Governance" (K. Mohrman); (3) The Faculty's Province: "Governance and the Changing Faculty Condition" (J. Schuster), "Faculty Professionalism: The Responsibilities of Shared Governance" (L. Miller), and "The Role of Faculty in Campus Governance" (P. Plante); (4) Governance, Unions, and Management: "Shotgun Marriage: The Growing Connection Between Academic Management and Faculty Governance" (G. Keller), "Governance, Faculty Unions, and the Changing Workplace" (I. Polishook and R. Nielson), and "Grievance Systems: Boon or Bane for Shared Governance?" (B. Lee); and (5) The Political Environment of Campus Governance: "Shared Governance and External Constraints" (R. Berdahl), "Context for Governance: Public Dissatisfaction and Campus Accountability" (C. Finn, Jr.), and "Governing the Campus: A National Perspective" (E. Boyer). (SM)

ED 311 896 IR 052 886

Alexander, Barbara B., Ed.
Analyzing Reference Tools: Thirty-Two Commonly Used Indexes in the Sterling C. Evans Library, Texas A&M University.
Texas A and M Univ., College Station. Library.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Content Analysis; Course Descriptions; Higher Education; *Indexes; Library Education; Student Projects; Student Research
IDENTIFIERS- Texas A and M University

In a two-credit course at Texas A&M University, "Library Science: The Library and Learning," students learn practical applications in library research. One project requires students to analyze and critique a designated index, then, along with four other students, compare the indexes. The indexes cover a variety of subjects, both broad based and subject specific, and may be printed or on CD-ROM. Students receive a list of the indexes and a set of 12 questions to help in analyzing the reference tool. Students write either a short report describing the index or answer the 12 questions, and each group writes a comparison of their indexes. The course instructor edits the material, leaving the students' work intact as much as possible. The final report is then distributed to the class. Students learn to understand one index, and in doing so, learn that they can master many others. This report reproduces the list of 12 questions students use to critique each reference source, as well as the 32 student summaries; some include the instructor's comments in boldface. Organized by topic and number of works analyzed, the summaries include the following: Business (4); Current Events (8); Education (4); History/Political Science (4); Literature (4); Odds and Ends (4); and Science (4). (SD)

ED 311 953 JC 890 455

Measuring Institutional Effectiveness.
Macomb County Community Coll., Warren, Mich.
PUB DATE- 89
AVAILABLE FROM- Macomb Community College, 14500 Twelve Mile Road, Warren, MI 48093.
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Role; Community Colleges; *Educational Assessment; Educational Objectives; *Mission Statements; *Outcomes of Education; Policy Formation; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

The measurement of institutional effectiveness involves a systematic comparison of organizational purpose and performance. For community colleges, organizational purpose can be defined in terms of providing access to education, realizing student achievement, promoting student development, or addressing social needs. If all four purposes are acknowledged, then measures of effectiveness must be developed for each. At Macomb Community College (MCC), an effort was made to determine the institution's main purposes, select appropriate goals for each purpose, and identify the specific measures which accurately indicate institutional outcomes. The process included a survey of students to determine their definition of a successful college experience; the formation of four study teams to develop lists of outcomes measures for successful transfer, completion of personal goals, employability, community impact, satisfaction indices, and human development; and the selection of five or six goals for each institutional purpose. The resulting statement of MCC's purposes and goals included the following: (1) provide opportunity through equitable access; effective services; social, cultural, and cross-cultural opportunities; student/client goal clarification; and student/client retention; (2) realize student achievement, as measured by completion of the student's goals, academic success, successful transfer, and successful employment; (3) promote student development in terms of learning and human potential; and (4) address societal needs, such as promoting quality of life and well-being, institutional innovation in problem solving, developing the community, and student/client/community satisfaction. Many of the specific measures designated for initial implementation already have data collection in progress. The next step is to establish a routine and a format for annual distribution of this information, and to increase awareness and understanding of the project. A chart illustrating institutional purposes and goals, and related measures, data sources, tracking frequency, and anticipated uses is attached. (JMC)

ED 311 994 JC 890 501

Clark State Community College Operating Plan.
Clark State Community Coll., Springfield, OH.
PUB DATE- Jun 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Articulation (Education); *College Planning; Community Colleges; Curriculum Development; *Educational Change; Enrollment; Financial Needs; High School Students; Minority Groups; Mission Statements; *Organizational Change; Student Personnel Services; Two Year Colleges

Stressing the ongoing need for comprehensive higher education opportunities in the Springfield, Ohio, area, this operating plan details the changes and growth that will occur as a result of the expanded mission of Clark State Community College (CSCC). Chapter 1 provides introductory information on the recent approval of CSCC's change of status from a technical institute to a community college, the college's mission statement, and an organizational chart. Chapter 2 demonstrates that significant portions of CSCC's service area are underserved by the present system of higher education, including adult residents of Clark and Champaign counties, high school graduates, minorities, and current Clark Technical College (CTC) students. Chapter 3 explains the planning process used at CSCC, which involved the use of external consultants and site visits to other colleges and universities. Chapter 4 examines efforts to establish articulation agreements with other colleges in its area and explains CSCC's articulation strategy. In chapter 5, strategies for meeting the student development needs of underserved populations are presented. Chapter 6 reports on the development of new degree programs, including sections on curriculum development and course offerings in the Division of Arts and Sciences. Chapter 7 focuses on fiscal needs and resources in terms of personnel, the library, facilities, equipment, laboratories, and projected enrollments and revenues. Finally, chapter 8 presents an evaluation plan. (JMC)

ED 311 760 HE 022 669

Wiener, Harvey S.; Everson, Howard T.
1988 Prefreshman Summer Program. An Evaluation Report.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Basic Skills; College Applicants; *College Bound Students; *College Freshmen; *College Preparation; Grouping (Instructional Purposes); Higher Education; High School Graduates; High Schools; Post High School Guidance; *Summer Programs *Transitional Programs
IDENTIFIERS- *City University of New York
The results of the City University of New York's 1988 Prefreshman Summer Program are presented, noting that the program provides small group instruction, peer tutoring, and counseling in an effort to offer ;both effective instruction in one or more of the basic skills of reading, writing, and mathematics and to facilitate students' transition from high school to college. Information is included on program growth, the students, achievement (reading, writing, and mathematics), and transition to college. Highlights include the following: for the fourth consecutive year, program enrollments have dramatically increased; enrollment of English-as-a-Second-Language students was up 70% in 1988; some colleges offered flexible programs t provide services to a wider audience; and many students acquired computer skills and study strategies that better enabled them to manag the demands of college. Some of the 14 recommendations are: instructio in computer skills should augment basic skills instruction whenever possible; colleges should expand efforts to provide well-structured training programs for tutors; and as student numbers increase, campuse should see their commitment to the summer program as a year-round activity. Two appendices offer comments from the coordinators and program highlights. Contains 6 references. (SM)

ED 311 775 HE 022 813

Altbach, Philip G., Ed.; Selvaratnam, Viswanathan, Ed.
From Dependence to Autonomy. The Development of Asian Universities.
PUB DATE- 89
AVAILABLE FROM- Kluwer Academic Publishers, 101 Philip Drive, Norwell, MA 02601 ($84.00).
NOTE- 291p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonialism; *Educational Change; *Educational Development; Educational History; Educational Improvement; *Foreign Countries; *Higher Education; International Relations
IDENTIFIERS- *Asia; China; India; Indonesia; Japan; Korea; Malaysia; Philippines; Taiwan; Thailand; Westernization

A collection of works on the development of Asian universities is presented, focusing on an aspect of higher education not previously analyzed: the contemporary impact of Western academic systems in Asia. Eleven papers fall into three sections following the introduction, "Twisted Roots: The Western Impact on Asian Higher Education," (P. Altabach). The sections are: (1) The Non-Colonial Experience: "China's Universities and Western Academic Models" (R. Hayhoe); "Looking West and East: Thailand's Academic Development" (K. Watson); and "Independence and Choice: Western Impacts on Japanese Higher Education" (S. Nakayama); (2) The European Colonial Tradition: "The Western Impact on Philippine Higher Education" (A. Gonzalez); "The Origin of Modern Indonesian Higher Education" (W. Cummings and S. Kasenda); "Indian Higher Education: Colonialism and Beyond" (A. Basu); "Change Amidst Continuity: University Development in Malaysia" (V. Selvaratnam); and "University Education in Singapore: The Making of a National University" (S. Gopinathan); and (3) The Japanese Colonial Impact: "The Emergence of the Modern University in Korea" (S. Lee); and The Development of Higher Education in Taiwan" (W. Wu, S. Chen, and C. Wu). (SM)

ED 311 805 HE 022 892

Guaranteed Student Loans. Comparisons of Single State and Multistate Guaranty Agencies. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Jul 89
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free).
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Educational Finance; Financial Support; Higher Education; *Loan Repayment; Need Analysis (Student Financial Aid); State Aid; Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranty Agencies; Loan Default; *Stafford Student Loan Program

A comparison was made of the practices of so-called multistate guaranty agencies with those of single state guaranty agencies, both operating under the provisions of the Stafford Student Loan Program (formerly the Guaranteed Student Loan Program). It expands on earlier results and provides data on trends in the growth of guaranteed loans and compares the characteristics of multistate and single state guaranty agencies. The focus is on: agency trends in insuring loans and paying defaults; guaranty agency activities; how agency default rates reflect the borrowers insured and the schools they attend; and default rates adjusted for borrower profiles. Major findings include the following: the annual loan volumes and defaults of the Higher Education Assistance Foundation (HEAF) and United Student Aid Funds (USAF) multistate guaranty agency programs have grown at faster rates than have Stafford student loans as a whole; differences in default rates among agencies appear to be strongly related to such borrower characteristics as family income and whether students are financially independent; and the HEAF multistate program's default rate has been much higher than the national rate and the USAF rate has been slightly lower. Three appendices are: scope and methodology of the study; student loans insured and default claims paid (fiscal year 1987); and major contributors to the report. Tables and figures are included. (SM)

ED 311 911 IR 052 903

Liestman, Daniel
Library Users Whose Second Language Is English: A Bibliography of Sources, 1964-1989.
Rutgers, The State Univ., New Brunswick, N.J. Univ. Libraries.
PUB DATE- May 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Adolescents; Asian Americans; Elementary Secondary Education; *English (Second Language); Higher Education; Hispanic Americans; *Library Collections; Library Instruction; *Library Services; Migrant Programs; Public Libraries; School Libraries; *User Needs (Information)
This bibliography gathers and organizes literature from the past 25 years about the many types of library users for whom English is a second language and the various resources available to them. The work is arranged in the text by broad subject areas consisting of 25 categories: Academic Libraries; Asians (Services to); Automated Services; Bibliographies and Checklists; Bilingualism in the Library; Children's Services; Collection Management; Community Analysis; General; Hispanics (Library Services to); Intercultural Interaction; Library Education; Mass Media; Media; Migrants (Services to); Native Populations (Services to); Professional Concerns; Public Libraries; Recruitment of Librarians; Reference; School Libraries; Special Libraries; Technical Services; User Education; and Young Adult Services. Works are listed alphabetically in each of these categories, which are in turn listed alphabetically in the Table of Contents. Limited cross indexing is provided, but the reader is advised to consult the Table of Contents for related subject headings that may have other useful entries. Some older entries are included because of the relative merit or notoriety of the particular item. (SD)

ED 311 967 JC 890 472

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges, Volume VIII, September 1989.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Affective Objectives; Classroom Techniques; *College Instruction; Community Colleges; Cooperative Learning; Educational Quality; *General Education; Honors Curriculum; Instructional Improvement; Outcomes of Education; Student Attrition; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Utah

The purpose of "Focus" is to present articles by Utah community college faculty on various curricular and administrative concerns. This issue contains: (1) "Predicting Student Retention," by Nancy M. Smith, which discusses the importance of student assessment as a variable in student retention and presents findings from a study of the relationship of student scores on both the Work Values Inventory and the Self-Directed Search (a self-administered vocational guidance tool) to retention in office occupation programs at Utah Valley Community College (UVCC); (2) "Outcomes Have Feelings," by Gary Parnell, which addresses the emotional outcomes of education and the role of art in emotional education; (3) "Revitalizing General Education," by Pamela Gardner, which discusses the work of a task force created at Salt Lake Community College to revitalize general education and establish an associate of arts degree in humanities; (4) "The Honors Program at UVCC " by Larry Harper, F. Dennis Farnsworth, and Michael Falgoust, which traces the development of the Utah Valley Community College honors program and plans for increasing course offerings; (5) "The Triangle of Teaching Excellence," by Nancy J. Taniguchi, which considers the interrelated roles of faculty, students, and administrators in facilitating teaching excellence through the use of classroom research; (6) "Collaborative Learning Across the Curriculum," by Mary Ann Christison, which lists several assumptions about collaborative learning, reviews research findings on the benefits of the approach, and concludes that the traditional teacher-directed classroom experience should be changed; and (7) "A Letter from Nowhere," by Marilyn Larson, which offers a rebuttal to those who view Utah as "nowhere." (JMC)

ED 311 981 JC 890 487

Austin Community College Fact Book, 1988-89.
Austin Community Coll., Tex.
PUB DATE- 89
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Programs; Community Colleges; Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditures; Income; *Institutional Characteristics; School Personnel; *Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Austin Community College TX

Austin Community College's (ACC) annual fact books are designed to inform internal decision making and planning by providing data and projections for programs and services, enrollments, staff, facilities, and finances. The 1988-89 edition contains: (1) a historical profile of ACC, including discussions of the role and scope of ACC and of enrollment and population trends; (2) a list of ACC's associate of arts associate of applied science, and certificate programs, and statistical data on the learning resources system and library services; (3) enrollment data on semester-length programs, including an overview of enrollment growth in vocational and academic programs and statistics on degrees and certificates awarded; (4) information on quarter-length programs in adult basic education, adult vocational education, community services, business development, and vocational/technical certificates; (5) a profile of credit students by age, sex, ethnicity, day/evening classification and basis of admission, with separate sections on international students and students receiving financial aid (6) information on the numbers and characteristics of ACC personnel; (7) descriptions of the facilities and instructional sites occupied by ACC; (8) budget and financial data; (9) enrollment comparisons with other Texas community colleges; and (10) a glossary. (JMC)

ED 311 588 EA 021 364

Valentine, Jerry W.; Harting, Roger D.
Performance-Based Teacher Evaluation in Missouri: A Three-Year Report.
Missouri Univ., Columbia. Dept. of Educational Administration.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Performance; *Personnel Evaluation; *State Legislation; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Missouri
The teacher performance evaluation, mandated in Missouri by a bill that legislators enacted during 1983, is a process for professional development through the identification and documentation of job relate expectations and skills, and an opportunity to improve skill and job related decisionmaking. To determine the degree of implementation and the impact of performance evaluation procedures across the state, in 1986 one half of Missouri's superintendents were mailed a four-page survey. Usable responses were received from 219 of the 272 districts selected. Results indicate that: (1) by the 1985-86 school year, 98 percent of the districts used a performance-based teacher evaluation (PBTE) system; (2) committees of teachers and administrators were used 52 percent of the time for PBTE system development and implementation; (3) essentially identical systems to the state PBTE model were used by 85 percent of the respondents; and (4) the majority of the respondents believed that PBTE will help improve instruction and student achievement over the next five years. (KM)

ED 311 604 EA 021 390

AIDS, Suicide, Drugs. The Best of ERIC on Educational Management, Number 95.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrator Role; Annotated Bibliographies; Crisis Intervention; Curriculum Development *Drug Abuse; Drug Use Testing; Educational Environment; Elementary Secondary Education; Leadership Responsibility; Literature Reviews; Prevention; *Principals; School Law; *Student School Relationship; Substance Abuse; Suicide
IDENTIFIERS- *Adolescent Suicide

In this annotated bibliography of 11 publications, 4 concern student suicide: (1) the role of the school in dealing with adolescent suicide; (2) a handbook for preventing suicide that includes warning signs and suggestions to help with the grieving process when a student suicide occurs; (3) guidelines for high school suicide prevention programs; and (4) suicide in middle-level schools. Of the four annotations concerning drug abuse in schools, three describe drug free schools, two in Oregon, and one in New York. The fourth citation is a legal memorandum on drug testing. The effect that the acquired immune deficiency syndrome (AIDS) has on the schools is the topic of three publications. The first deals with legal issues concerning AIDS and school. Two concentrate on teaching about AIDS: how to inform student of the ways that the virus can be transmitted so they can avoid contracting AIDS; and and how to incorporate AIDS education into the curriculum. (MLF)

ED 311 619 EC 220 562

Prasad, Thakur V. Hari
THPI: Its Role in the Rehabilitation of the Mentally Handicapped in the Context of Developing Countries.
PUB DATE- Sep 88
NOTE- 41p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988). Weak mimeograph copy, will not reproduce in paper adequately.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agencies; *Delivery Systems; *Developing Nations; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Handicap Identification; *Intervention; *Mental Retardation; Policy Formation; Research Needs; *Rural Education; Teacher Education; Vocational Education
IDENTIFIERS- *India
The paper reports on efforts of the Thakur Hari Prasad Institute (THPI), an Indian voluntary agency, to improve services to persons with mental retardation in the developing nation of India. THPI is involved in both institutional and non-institutional activities, development of national policy, and action research. One project has provided early detection and intervention to about 500 infants and young children with handicaps through use of neuro-muscular stimulation and Montessori methods. A second project is providing early identification and intervention services to over 800 children with handicaps in 10 rural villages. This project stresses locally relevant and affordable methods. The special education program of the institute utilizes individualized education plans, instructional materials made of common household objects, and integrated services. A community based rehabilitation center is planned which will have non-professionals teaching rural oriented skills to mentally retarded persons. Vocational training programs for this population in such areas as carpentry and tailoring have also been initiated. THPI is seeking industry involvement and working for new legislation in such areas as civil rights and guardianship. A parents' movement is being encouraged as is research relevant to developing nations. Increased public awareness and personnel development are also encouraged. (DB)

ED 311 635 EC 221 041

Montague, Marjorie
Project STEP: Socialization Training for Employment Preparation Research in Education of the Handicapped. Final Report.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Emotional Disturbances; *Instructional Effectiveness; *Interpersonal Competence; Intervention; Job Skills; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; Training Methods; Vocational Education
IDENTIFIERS- Moderate Disabilities
The study investigated the initial and long term efficacy of job-related social skills instruction for mildly to moderately handicapped adolescents identified as learning disabled, emotionally handicapped, and educable mentally handicapped. Assessment consisted of behavioral observations of students' performance during role play simulations. Rating scales were also utilized to measure students' self perceptions and perceptions of their parents and teachers of social performance across settings and time. Highly significant differences were detected on posttest measures between the treatment group (N=24) who received direct instruction in 10 job-related social skills and a matched control group (N=25) indicating the effectiveness of the social skills training package for this population. Analyses of responses on the student, parent, and teacher surveys were more ambiguous. However, some positive changes in social performance were perceived by the students and their teachers over the academic year. Results suggested that the training procedures were effective in increasing mildly to moderately handicapped students' performance on job-related social skills under controlled conditions. Although students and their teachers perceived relative increases in social skills over time, generalization of treatment effects to natural work settings was not systematically investigated. Extensive appendixes include the job social skills inventory, student and employer job reports, and copies of project publications. (Author/DB)

ED 311 714 FL 018 155

Brenner, Catherine A.
Teaching the Research Paper to ESL Students in American Colleges and Universities.
PUB DATE- Jun 89
NOTE- 82p.; Master's Thesis, School for International Training, Vermont.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; *College Students; *English (Second Language); Higher Education; *Limited English Speaking; *Research Papers (Students); Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes
The instruction of writing research papers to English-as-a-Second-Language (ESL) college students is discussed. The challenges facing all students learning to write research papers are noted, including choosing a topic, deciding on a thesis, research and documentation, and the actual writing of the paper. The challenges faced specifically by ESL students are examined, such as challenges in all language skill areas, cultural challenges, challenges in research and documentation, and in the paper's design. Six steps in the development and writing of a research paper are outlined: (1) choosing a topic; (2) general exploration of the topic; (3) formulating a hypothesis; (4) researching the hypothesis; (5) deciding on a definitive thesis, and (6) designing the paper for the American reader. A specific classroom approach for teaching this process is offered, including the introductory lecture, collaborative work with the students, important aspects of research and documentation (using the library and other available resources), and accompanying exercises. A suggested timetable is also provided, and a separate chapter addresses the evaluation of student work. The final section discusses a few additional resources, and a brief bibliography is appended. (MSE)

ED 311 729 FL 018 173

Berney, Tomi D.; DeNegret, Wendy
Project AMERICA, 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arabic; Attendance; *Bilingual Education Programs; Career Awareness; Career Counseling; *Chinese; Cultural Background; English (Second Language); Extracurricular Activities; Federal Programs; High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Social Studies; Staff Development; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching; New York City Board of Education; Project AMERICA
The Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) program for New York City bilingual high school students was a federally-funded program of instructional and support services. During the first year, the program targeted 369 limited-English-proficient Chinese and Arabic students, with limited native-language literacy, at two Brooklyn high schools. Project AMERICA provided instruction in English as a Second Language (ESL) to all students, and native language instruction and bilingual content instruction in mathematics, science, and social studies to Chinese-speaking students. The program also provided extracurricular activities, staff development activities, and opportunities for parent participation. Student achievement objectives were met in ESL, mathematics, and social studies. Noninstructional objectives were met in attendance and extracurricular activities. The project partially achieved its objectives for staff development, student counseling, and career advisement. Objectives for parental participation and cultural heritage could not be assessed. It is concluded that the program was well integrated with existing bilingual education programs in the schools, with adequate intersite coordination. Recommendations for improvement include offering native language instruction and extracurricular activities to Arabic-speaking students and encouraging parent participation in trips and other cultural activities. (MSE)

ED 311 745 HE 021 955

Heitzenrater, Richard P.
A Critical Analysis of the Ministry Studies Since 1944. Occasional Papers No. 76.
United Methodist Board of Higher Education and Ministry, Nashville, Tenn.
PUB DATE- 1 Sep 88
NOTE- 17p.; Paper presented at the United Methodist European Theological Conference (Hasliberg Reuti, Switzerland, July 15-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Christianity; Church Workers; *Clergy; Educational History Higher Education; Religion; *Religious Education; *Theological Education
IDENTIFIERS- Deacons; *Methodist Church

A critical analysis of the quadrennial ministry studies within Methodism over the years is presented. The 1944 and 1948 ministry studies were sociological and demographic. A 1952 study was the first try by the Methodist Church to work on definitions and theological understanding of the ministry. In 1960, there was a study of ministry and a subsequent report to the General Conference plus an important publication of papers from a consultation of Methodist theological faculties. In 1964, a study of the ministry in the light of historic Christianity (to clarify church doctrine in relation to ministry) reported that the concept of an ordained laity was indefensible yet recognized the Methodist Church had an ordained laity. It was not accepted by the General Conference. A 1968 report to the General Conference tied together the concepts of ministry, the sacraments, and ordination. It was adopted by the legislative committee. A 1976 report marked a shift in the church's view of ministry, highlighting the concepts of general and representative ministry. By 1980, the reports moved more away from traditional conceptualizations of ministry, ordination, and even sacraments, with a radical proposal for a new order of diaconal minister. A committee reporting to the 1988 General Conference studied the meaning of ordination, the relationship of ordination to the sacraments, the meaning of itinerancy, the nature of conference membership, and the possibility of a permanent diaconate. Currently the committee plans to present a tentative report and ask for continued study. Several guidelines for helping deal with basic issues are presented. (SM)

ED 311 834 HE 022 929

Brick, J. Michael
Comparison of Fall and Academic Year Student Aid Estimates. 1987 National Postsecondary Student Aid Study. Contractor Report. Technical Report.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 89
NOTE- 54p.; For related document, see HE 022 928. Data Series: SP-NPSAS-86/87-1.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Federal Aid; Followup Studies; Grants; Longitudinal Studies; National Surveys; Postsecondary Education; Research Methodology; State Aid; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; *National Postsecondary Student Aid Study; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants
The National Postsecondary Student Aid Study collected data for sample students from registrar and financial aid offices at postsecondary institutions. The data were collected for students enrolled in a postsecondary institution in fall 1986. Since substantial numbers of students are not enrolled in fall and are therefore not represented in the sample, the financial aid awards were weighted to produce estimates for students enrolled any time during the academic year. The methodology used in the production of adjusted estimation weights for a subset of the sample and the results are described in this document, along with several methodological findings. Estimated federal aid recipients enrolled in fall accounted for only about 77% of recipients during the 1986-87 academic year. Fall recipients accounted for only 75% of recipients of Pell Grants and Guaranteed Student Loans (GSLs). Fall recipients were a much higher percentage of recipients for the other three campus-based programs--Supplemental Educational Opportunity Grant, Perkins Loan, and College Work-Study Program. The percent of recipients enrolled in fall varied by institution type. Estimated mean award amounts for fall and academic-year federal aid recipients were more comparable than number of recipients. Individual program data counts were also compared. (MSE)

ED 311 848 IR 013 947

Ives, William
Using Computer-Controlled Audio/Video Feedback To Integrate Evaluation and Training.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Courseware; *Evaluation Methods; *Feedback; *Individualized Instruction; Industry; Instructional Design; Instructional Development; *Interactive Video; Job Training; Mastery Learning; *Optical Data Disks
Continued advances in computerized training technology allow for a better link between instruction and evaluation. The use of computer-controlled audio and video feedback takes the automation of a mastery learning approach with its frequent shifts between instruction and testing a step further and begins to blur the distinction between training and evaluation. The students are empowered to be their best critics and they take over part of the role of their supervisor or evaluator. Students are first trained on how to analyze correct use of a skill, then they are given the means to analyze their own performance based on the criteria provided. Students are reminded of these criteria as they view their performance. Based on their own evaluation, they can repeat their efforts until their skill level meets the criteria they were trained on. Their supervisor is relieved of this initial evaluation effort and students are given an opportunity to internalize these self-evaluation skills for ongoing use. To make full use of the potential within such advances in automated instruction requires the development of instructional models that empower students to be their own best evaluators and which integrate evaluation and training. Descriptions of two versions of the system are provided--one using interactive video coupled with a videotape recorder and camera, the other using CD-ROM technology to capture and record student responses in a completely digitized, audio-only feedback environment--as well as case study examples of its use in industrial and corporate training, and evaluation study results of its teaching effectiveness. (25 references) (GL)

ED 311 882 IR 014 002

Parer, Michael S., Ed.
Nurse Education in Distance Education. Proceedings of National Worksho for Nurse and Health Educators (Churchill, Australia, February 4-7, 1987).
Gippsland Inst., Churchill (Australia). Centre for Distance Learning.
PUB DATE- 88
AVAILABLE FROM- Centre for Distance Learning, Gippsland Institute, Switchback Road, Churchill 3842, Victoria, Australia ($20.00).
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Distance Education; Efficiency; External Degree Programs; Foreign Countries; *Health Education; Higher Education; Instructional Development; Instructional Effectiveness; Material Development; Needs Assessment; *Nursing Education; *Professional Development; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Aboriginal People; Australia

A workshop for nurse and health educators involved in the development of distance education study materials, methods, and delivery systems was held in February 1987 at the Center for Distance Learning at Gippsland Institute. Goals were: (1) to explore distance education approaches to meet nursing education needs; (2) to develop skills to plan, produce and improve distance education study materials; (3) to have participants experience a broad range of alternative methods for nursing education; (4) to share the problems and the potentials of using distance education in teaching; and (5) to examine the implication of distance education for future nursing education. The proceedings include papers presented during the 4-day workshop on such topics as the efficiency and effectiveness of distance education for nursing education, needs assessment, theory and research in distance education, the Aboriginal Health Program, the Nursing School of the Ai and the role of distance education in training the remote area nurse. Summaries of the four workshops--sessions on writing an effective stud guide, the use of non-print components in external study material, the training of clinical teachers and preceptors, and setting up a distanc education system--are included, as are comments by participants about each of the workshops. Appendixes include a report on students' experience of external study at Gippsland Institute, materials for use by staff of the Aboriginal Health Program to develop a training progra for health workers, and a list of workshop participants. (GL)

ED 311 897 IR 052 887

Ferrer, Daniel
Automation of the University of the South Pacific Library and the Pacific Information Centre. A Report.
University of the South Pacific, Suva (Fiji).
PUB DATE- Oct 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Computer Software; *Computer System Design; Foreign Countries; Information Centers; *Information Services; International Cooperation; *Library Automation; Online Searching; *Shared Resources and Services
IDENTIFIERS- *Pacific Information Center (Fiji); Pacific Region

The Pacific Information Center (PIC) was established in 1983 to identify, collect, and record information about materials from and relating to the South Pacific region. The project involves sharing access and information among countries in this region. PIC, which works in conjunction with the University of the South Pacific (USP) Library, receives requests for information from government officials, students, researchers, lecturers, and business people (local, regional, and from other regions) about various aspects of marine and fisheries; agriculture; environmental studies; small industries; communications; rural technology; and politics/government. Because services of and demand for PIC increased rapidly, it was determined that PIC's existing base needed to be strengthened and that computerization was essential. This report assesses the various computerization options available to PIC and the USP Library. Information was gathered about the following: (1) hardware and software options; (2) configurations for those options within a fixed price range; and (3) staffing requirements for each configuration. Numerous systems were considered. However, the Minisis and the Urica systems emerged as the two most preferred. Each of these systems was further analyzed in terms of software, hardware, costs, user group support, and general staffing. It was recommended that USP/PIC look more closely at the application of the Urica hardware and software for all of its orientations. Additional information on the sites visited and the computer systems examined is appended. (SD)

ED 311 926 IR 052 921

Wardell, David
Education--An Annotated Bibliography of Current Issues. April-June, 1989.
PUB DATE- 89
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Comparative Education; *Current Events; *Educational Practices; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; International Studies; National Programs; Student Exchange Programs
IDENTIFIERS- *Japan; *Japanese Students
This annotated bibliography lists articles about educational issues that were published in Japanese periodicals from April through June 1989. Most are taken from the "Japan Times," "Daily Yomiuri," "Mainichi Daily News," and "Asahi Evening News"; however, articles also originate from "USAToday," the "Japan Times," "Asian Wall Street Journal," and "International Herald Tribune." The approximately 400 entries are arranged in alphabetical sections by article title or author name; the majority focus on events, trends, and developments relating to educational programs, schools, and students in Japan. Articles about the United States, China, Great Britain, and other nations tend to deal with issues related to Japan, Japanese students, ethnic populations in these countries, comparisons of educational systems, or areas in these countries with high Japanese populations. Following the alphabetical listing is a list of articles whose titles begin with numbers, and an index listing titles, authors, and subjects is provided. (SD)

ED 311 667 EC 221 083

Manzone, Christine A.
Six Strategies for Teaching Reading Comprehension to Learning Disabled Students.
PUB DATE- May 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Learning Disabilities; *Reading Comprehension; *Reading Improvement; Reading Skills; *Reading Strategies; Teaching Methods
The paper describes six skills that can be used to improve the reading comprehension of learning disabled students. The skills can be utilized in a reading program or with reading in a content area. Examples from particular models of instruction are provided as well as a rationale for each. The skills may be used either individually, as a cooperative learning experience with a partner, or one on one with a teacher or tutor. Strategies are: (1) The K-W-L strategy (identifying prior knowledge and desired learning prior to reading and obtained learning after reading); (2) Semantic mapping (visual relating of themes, concepts and facts); (3) Paired repeated reading (the fluency in decoding gained by repetition allows concentration on comprehension) (4) Rapid decoding with flashcards; (5) Modified neurological impress method (teacher and student read rapidly in unison after standard pre-reading activities and before standard skill development and enrichment activities); and (6) visual imagery and verbal mediation (the student deliberately creates a mental picture of his reading and asks himself content questions). (DB)

ED 311 682 EC 221 100

Haasbroek, J. B., Ed.
Education for Highly Gifted Pupils. Report of the Work Committee.
Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- 88
NOTE- 466p.; Produced by the Institute for Educational Research.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Ability Identification; *Curriculum Development; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Gifted; Parent Attitudes; *Program Development; School Guidance; Teacher Attitudes; Teacher Education; Underachievement
IDENTIFIERS- *South Africa

This report elucidates problem areas in the education of gifted pupils in the Republic of South Africa (RSA), places the problems in perspective with respect to actual educational provision, and offers guidelines for further research on developing gifted education. Chapter titles are as follows: "Survey of Educational Planning for Gifted Pupils in the RSA;" "Provision of Education for Gifted Pupils in the RSA Up to October 1983;" "Identification of Gifted Pupils;" "The Problem of Gifted Underachievers;" "School Guidance for Gifted Pupils;" "Forming Parental and Teacher Attitudes towards Giftedness, Gifted Pupils and Education for the Gifted;" "Curriculum Development for Gifted Pupils;" "Guidelines: Curriculum Design for Subjects, Groups of Subjects and Leadership as a Specific Talent" (offers guidelines in the areas of social sciences, visual and performing arts, mathematics, technical sciences, language, natural sciences, economic sciences, and leadership development); "The Training of Teachers for Gifted Pupils;" and "Educational and Education Management Structure for the Teaching of Gifted Pupils." Appendices contain information sheets and observation checklists for parents and teachers, a gifted pupil biographical questionnaire, a personality profile of the gifted pupil, and an extensive bibliography. (JDD)

ED 311 698 FL 018 014

Selected Elementary and Secondary Spanish Language Materials: Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 31p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; Bilingual Education Programs; Computer Assisted Instruction; Cultural Education; Curriculum Guides; Elementary Education; *Elementary School Mathematics; English (Second Language); Immersion Programs; *Instructional Materials; Limited English Speaking; Program Descriptions; *Resource Units; *Science Instruction; Secondary Education; Second Language Instruction; *Social Studies; *Spanish; Textbooks; Vocabulary Development
IDENTIFIERS- *Content Area Teaching

This 76-item annotated bibliography is composed of materials for teaching Spanish in the content areas at the elementary and secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are program descriptions (of immersion, one-way, and two-way bilingual programs), cultural materials, vocabulary development activities, curriculum guides, and computer-assisted instructional materials. (DJD)

ED 311 776 HE 022 814

The Undergraduate Experience. Final Report.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- Jun 89
AVAILABLE FROM- Massachusetts Board of Regents, 1 Ashburton Place, Roo
619, McCormack Building, Boston, MA 02108.
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Access to Education; Basic Skills; College Admission; College Faculty; College Students; Degrees (Academic); Educational Technology; Faculty Development; General Education; Higher Education; Learning; Liberal Arts; Majors (Students); Outcomes of Education; Services; *State Standards; *Statewide Planning; Student Needs; Student Personnel Services; Teachers; Teaching Assistants; Undergraduate Students; *Undergraduate Study
IDENTIFIERS- *Massachusetts

The final report of an 18-month study on the undergraduate experience by the Massachusetts State Board of Regents of Higher Education is presented. The principal focus is academic matters, and one intention is to support requests for funding which, when combined with existing and reallocated resources, will form the fiscal basis for strengthening the undergraduate experience. Forty-four recommendations are made within 12 sections: access and admissions criteria (e.g. share information to improve student preparedness); assessing entry-level skills (e.g. mandatory assessment of students' basic skills); meeting the needs of students (e.g. required placement in developmental instruction); student support services (e.g. institutional data collection and analysis); standards for college-level work (e.g. courses to improve basic study skills); degree standards (e.g. standards for satisfactory academic progress); general education component (e.g. minimum requirements for general education); major and elective components (e.g. strengthening honors programs); assessing institutional outcomes (e.g. use of assessment to improve teaching and learning); professional development initiatives (e.g. state database and clearinghouse); technology in the classroom (e.g. improved access to equipment); and graduate teaching assistants (e.g. student access to faculty). Lists of members of the culminating study group, members of the planning committee, and members of the working groups are appended. Contains approximately 81 references. (SM)

ED 311 791 HE 022 840

Florida's Progress toward Excellence in Education in the State University System. 1987-88 Academic Year. A Report to the State Board of Education.
State Univ. System of Florida, Tallahassee.
PUB DATE- Dec 88
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Educational Finance; *Educational Quality; Enrollment Trends; Equal Education; *Excellence in Education; Higher Education; Scores; *State Standards; *State Universities; Statewide Planning; Student Characteristics; Student Financial Aid; Teacher Salaries; Teacher Student Ratio; Test Results; Undergraduate Study
IDENTIFIERS- *Florida; *State University System of Florida

The sixth annual report of the State University System (SUS) of Florida to the State Board of Education presents information on Florida's progress toward excellence in education. It follows the Indicators of Excellence Program implemented in 1983. Indicators of Florida's progress for 1986-87 include: pass rates on the College Level Academic Skills Test; licensure examination results of graduates; average full-time faculty salaries; number of National Merit Scholars enrolled as first-time-in-college students; percent of full-time faculty by highest earned degree; state financial aid per student; number of endowed chairs; specialized or programmatic accreditation; research library rank; strengthening undergraduate education; and contract and grant dollars per faculty member. Statistics include the following: Florida's SUS has shown steady progress in the improvement of faculty salaries; the SUS has been in the upper quartile in number of National Merit Scholarship Winners enrolled as first-time-in-college students since the beginning of the indicators program; Florida is in the upper quartile in appropriations per headcount student; Florida ranks ninth among states in the number of full-time scientists and engineers employed at public universities; Florida has not reached the upper quartile of states on research library rank; Florida has two chapters of Phi Beta Kappa; the average number of grant and contract dollars per faculty member increased by $11.21; and the number of blacks entering SUS increased. (SM)

ED 311 820 HE 022 912

Chamberlain, Mariam K., Ed.
Women in Academe. Progress and Prospects.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Russell Sage Foundation New York, N.Y.
PUB DATE- 88
AVAILABLE FROM- Services, P.O. Box 6525, Ithaca, NY 14851 ($29.95).
NOTE- 429p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Affirmative Action; Career Ladders; College Faculty; Continuing Education; Educational Administration; *Equal Education; Equal Opportunities (Jobs); Females Governance; Higher Education; Longitudinal Studies; Minority Groups; Nontraditional Occupations; Single Sex Colleges; Women Faculty; *Womens Education; *Womens Studies

The role of women in higher education during the past two decades is assessed, and dramatic changes are noted. Information for this collaborative work comes from a 4-year study by the Task Force on Women in Higher Education. Five sections have the following titles and subject matter: (1) "Introduction" (historical background and overview discussing 19th century beginnings, World War II and its aftermath, and the drive for equity); (2) "Women as Students" (the college experience, minority women, re-entry women, women's centers, women's colleges, and women's studies and curricular change); (3) "Women as Faculty Members and Scholars" (affirmative action, nontraditional fields for women, transitional and traditional fields for women, faculty women: preparation, participation, and progress, women's groups in professional associations, and research centers); (4) "Women in Administration and Governance" (women in educational administration and women as trustees); and (5) "Summary and Conclusions" (progress and prospects). Tables are included. Contains approximately 300 references. (SM)

ED 311 868 IR 013 987

Cohen, Moshe; And Others
Exemplary Classroom Computer Use. A Time for Tools. Interactive Technology Laboratory Report #1.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Oct 83
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Networks; Computer Software; *Demonstration Programs; Diffusion (Communication); *Educational Planning; Elementary Secondary Education; *Microcomputers; *Policy; Programing; Staff Development
IDENTIFIERS- California (Imperial Country); *California (San Diego County)
The Policy Board of the Teacher Education and Computer Center (TEC Center) for San Diego/Imperial Counties of California requested researchers at the University of California, San Diego (UCSD), to produce a background paper on the effective local classroom uses of microcomputers. Exemplary site studies of two elementary, two junior high, and two high schools in San Diego County were conducted to examine several examples of innovative computer use and gain an understanding of future possibilities. One elementary school and two middle schools stressed programming as the central feature in the computer curriculum. The other elementary school and two high schools introduced students to a range of special purpose tools such as word processing, database management, telecommunications, and graphics, with programming playing a secondary role. Almost no drill and practice was observed at any of the sites. This result contrasts with reports of national and local surveys which reported drill and practice as the most frequent use followed by programming, and tool use being almost non-existent. The policy implications of this research are that the TEC Center should shift its emphasis from programming to software tool use, and should play a role in: (1) evaluating and distributing software tools; (2) coordinating an effort to open exemplary computer classrooms to visitors; (3) establishing telecommunications links between schools, curriculum developers, and institutions of higher education; and (4) supporting in-service training for teachers and administrators. Four appendixes include a summary of each exemplary computer-use site and three papers written by UCSD researchers which bear on this project. (27 references) (GL)

ED 311 912 IR 052 904

Robbins, Louise S.
Model Preservation Program for a Small University Library.
PUB DATE- Dec 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Guidelines; Higher Education; *Library Facilities; *Library Materials; Models; *Preservation; *Prevention; Repair; *Thermal Environment; Ventilation
IDENTIFIERS- Fungi
This report proposes a preservation program assuming a model of a university library serving 5,000 or fewer students and 350 or fewer faculty members. The model program is not for a comprehensive university or research institution, and the library's collection is one developed and used as a curriculum-support collection. The goal of the preservation program is the maintenance of all library materials that are essential to the collection in good, usable condition. The program considers the environment in which materials are stored and used as well as the collection itself. It involves both preventive measures designed to keep library materials from deteriorating, and conservation measures designed to return damaged materials to usable condition through repair or restoration. It also includes a plan for dealing with disasters. The program consists of a wide range of plans, policies, and procedures necessitating the allocation of jobs and resources. It also calls for the cooperation of all departments in developing a new awareness of preservation concerns and in carrying out the procedures outlined in the program. (SD)

ED 311 995 JC 890 502

Jones, Enid B.; And Others
An Introductory Guide to Entrepreneurship for American Indians.
American Association of Junior Colleges, Washington, D.C.
SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; Department of Commerce, Washington, DC. Minority Business Development Agency.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- *American Indians; *Business Administration Education; Community Colleges; *Entrepreneurship; Marketing; Planning; Small Businesses; Two Year Colleges

Prepared to assist American Indians in initiating entrepreneurial activities, this booklet offers practical guidance on starting and operating a business. Section I defines the term "entrepreneurship," and provides a self-evaluation checklist focusing on the qualities needed by entrepreneurs. Section II briefly discusses four forms of ownership (i.e., sole proprietorships, partnerships, corporations, and franchises) and presents a set of questions to help determine the best site for a business. In section III, financial considerations are reviewed, including ways of financing a business with personal savings or loans, records management, personnel records, and the use of personal computers. Section IV outlines key factors in market planning, identifies information sources, and discusses issues such as pricing, promotion, serving, and exporting. Section V lists the key elements of a business plan, and offers a sample plan for Native American Seafood, Inc. Finally, section VI offers brief sketches of several successful Native American enterprises. A list of publications and organizations that can serve as resources is attached. (AYC)

ED 311 589 EA 021 365

Valentine, Jerry W.; Harting, Roger D.
Performance-Based Principal Evaluation in Missouri: A Three-Year Report.
Missouri Univ., Columbia. Dept. of Educational Administration.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; Performance; *Personnel Evaluation; *Principals; *State Legislation
IDENTIFIERS- *Missouri

The performance-based principal evaluation (PBPE), passed as a section of the 1985 Missouri Educational Reform Act, is a process for professional development of principals through the identification and documentation of job-related expectations and school goals. Additionally, evaluations provide an opportunity to refine those goals and to improve skill and job-related decisionmaking. To determine the degree of implementation and the superintendent's perceptions about the effectiveness of PBPE, one half of the state's approximately 550 superintendents were mailed surveys; usable responses were received from 168 districts. Results indicate that the process used to develop PBPE systems in Missouri districts typically did not include principal involvement, but most evaluation programs were identical to the state PBPE Model. Principals' attitudes regarding PBPE were described as positive; their attitudes were more positive in the districts where principals were involved in developing the PBPE system, in the districts that followed the state model procedures, and in the districts where the evaluators had more training and were perceived as more skilled. The superintendent and other educational leaders from across the state who responded to the PBPE survey indicated that PBPE can impact positively on Missouri education. (KM)

ED 311 636 EC 221 042

Kojima, Yoko
Strategies To Improve Socio-Vocational Integration of Disabled Women in Japan.
PUB DATE- Sep 88
NOTE- 11p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Disabilities; Employment; Employment Opportunities; *Females; Foreign Countries; *Public Policy; *Social Integration; *Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *Japan
In conjunction with a research project of the International Labor Office's Regional Office for Asia and the Pacific, 184 Japanese women with disabilities were surveyed. The survey gathered data concerning the women's education, occupations, income sources, interests, and occupational hardships and frustrations. The major strategies suggested by the Japanese disabled women to expand the socio-vocational integration of disabled women were identified as follows: (1) terminate prejudice to ability of the disabled by social education; (2) strengthen the independency of the disabled women through a self-help movement; (3) produce more employment opportunities for disabled women; (4) foster further social functioning abilities of disabled women; (5) create a better physical environment; (6) upgrade qualitative and quantitative personal assistance; (7) use mass media to upgrade intellectual level of disabled women; (8) provide useful information for independent living; (9) promote more participation of women in political decision making; and (10) establish more community based rehabilitation facilities. This paper discusses further the obstacles and promoting forces to enforce these stated strategies in the psycho-social reality of present Japan. It is concluded that disabled women in Japan have many unsolved problems in achieving the social goal of participation and equality, but they rather equally enjoy social life with little discrepancy in social status. (JDD)

ED 311 651 EC 221 060

The Efficacy of Optometric Vision Therapy.
American Optometric Association, St. Louis, Mo.
PUB DATE- Feb 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Report - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Intervention; Low Vision Aids; *Optometry; *Partial Visio *Therapy; *Visual Impairments
IDENTIFIERS- *Vision Therapy

This review aims to document the efficacy and validity of vision therapy for modifying and improving vision functioning. The paper describes the essential components of the visual system and disorders which can be physiologically and clinically identified. Vision therapy is defined as a clinical approach for correcting and ameliorating the effects of various visual dysfunctions through non-surgical procedures. Vision therapy is utilized for such conditions as oculomotor dysfunctions, non-strabismus binocular coordination problems, accommodative disorders, strabismus, amblyopia, and nystagmus. For eac group of conditions, the paper describes symptoms of the dysfunctions and empirical research on the efficacy of remediation. (JDD)

ED 311 715 FL 018 156

Berney, Tomi D.; Asselle, Maria Grazia
LEP Students in Special High School Programs, 1987-88. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Chinese; Educational Opportunities; *English (Second Language); Federal Programs; French; Haitian Creole; High Schools; *Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; Second Language Instruction; Spanish; Uncommonly Taught Languages; Vocational Education
IDENTIFIERS- Content Area Teaching
The LEP (limited-English-proficient) Students in Special High Schools Program, funded from a variety of sources, was partially implemented in 1987-88. The program's aim was to provide 277 LEP students, whose native languages were Chinese, Haitian Creole/French, and Spanish, with equal access to 8 educational-option and 5 vocational/technical high schools that no LEP students had previously attended. Students received instruction in English as a Second Language (ESL), content area subjects, vocational subjects, and native language arts at some sites. Those schools for which data were available met their instructional objective for the number of passing grades in courses that the program subsidized. However, program students' attendance rates were higher than those of mainstream students in only 6 of the 9 schools that provided data. Major program weaknesses included lower participation than anticipated, shortage of qualified bilingual teachers and counselors, and initial lack of support from school administrators and teachers. Major strengths included implementation of the ESL component, increased support for teachers and administrators at all sites, training and curriculum development activities, special activities for program students, and the eagerness of schools to expand their services to program participants. Specific recommendations for program improvement are made. (MSE)

ED 311 761 HE 022 670

Two Decades of Swedish Research on Higher Education. Studies of Higher Education and Research.
National Swedish Board of Universities and Colleges, Stockholm.
PUB DATE- Apr 89
AVAILABLE FROM- Research on Higher Education Program, P.O. Box 45 501, S-104 30, Stockholm, Sweden.
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Change Strategies; Decision Making; Educational Development; *Educational Planning; *Educational Research; Foreign Countries; *Higher Education; International Cooperation
IDENTIFIERS- *Sweden

A newsletter provides a discussion of 20 years of work by Sweden's Research on Higher Education Program. Information is presented as follows: growth to an autonomous research council; from contracted research to a research community; themes of the studies (focusing on higher education and society, the research function, the educational function of colleges and universities, and knowledge, its development, and organization); disciplinary research in an international context (e.g. a growing number of foreign scholars taking part in the program as speakers and authors, and the successive establishment of three 6-year research posts in political science, history, and sociology respectively); and publishing. Two appendices making up 80% of the document provide: (1) a list of publications of the program's research groups for 1985-88 (on the subjects of higher education and society, the development of knowledge and its organization, the research function, and the educational function); and (2) abstracts of eight ongoing studies on such topics as: knowledge and education, 100 years of competence legitimation; career and historical moment, students in Lund after 17 and 25 years; and the tacit dimension ofprofessional knowledge. (SM)

ED 311 806 HE 022 893

Guaranteed Student Loans. Analysis of Student Default Rates at 7,800 Postsecondary Schools. Briefing Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Jul 89
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free).
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Financial Support; *Loan Repayment; National Surveys; Postsecondary Education; Private Colleges; Proprietary Schools; Public Colleges; *Student Financial Aid; *Student Loan Programs; Student Responsibility; Two Year Colleges
IDENTIFIERS- *Guaranteed Student Loan Program; *Loan Default

Information is presented on student default rates at 7,800 postsecondary schools. The report builds on previous data and offers a summary analysis of the approximately 1.2 million 1983 borrowers' rates of default by kinds of schools that borrowers and defaulters attended and length in years of their schools' academic programs. Information is provided for each school on default rate, the number of borrowers in default, and the total dollar value of loans in default. Survey findings include the following: four-year public and private school borrowers had the lowest percentage of loans in default, and two-year public and proprietary schools had the highest percentages of loan default; four-year private and public school students had the lowest percentage of dollars in default and two-year public and proprietary school students had the highest percentage of dollars in default; over 1200 schools had default rates greater than 40%; and about half of the schools having a default rate greater than 40% also had fewer than 25 defaulters. The appendixes include a table showing the school default rates for 1983 borrowers (ranking each of the 7,800 schools in descending order by its students' rate of default). Figures are included. (SM)

ED 311 927 IR 052 922

Research and Publication: A Resource Guide for the Rutgers University Libraries Faculty.
Rutgers, The State Univ., New Brunswick, N.J.
PUB DATE- 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; College Faculty; Directories; *Grants; Guidelines; Higher Education; Librarians; Professional Continuing Education; *Research Design; Research Opportunities; *Scholarly Journals; Statistics; *Writing for Publication

This handbook is designed to assist academic librarians with various aspects of the research and publication process. Arranged alphabetically by main entry, five of its six chapters contain critically annotated lists of books and articles providing information on what to publish, where to publish, how to publish, how to do statistical research, and how to get time and money for research. Nothing published before 1980 is included unless it is considered to be uniquely helpful or a standard work. If the work cited is owned by Rutgers University, the library locations are indicated. The remaining chapter is a directory of faculty at the Rutgers University libraries and the School of Library and Information Science who have agreed to share their knowledge of and experience with the research and publication process. Two appendixes contain a chart depicting the evaluation and publication processes of library journals and information on continuing education. (Author/SD)

ED 311 941 JC 890 383

Hurst, Darrell, Ed.
VCCA Journal: Journal of the Virginia Community Colleges Association; Volume 3, Numbers 1 and 2, Spring/Summer 1988 and Fall/Winter 1988.
Virginia Community Colleges Association.
PUB DATE- 88
AVAILABLE FROM- VCCA Journal, Blue Ridge Community College, Box 80, Weyers Cave, VA 24486 ($6.00 per year; $4.00 per issue).
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Curriculum; *College Second Language Programs; Community Colleges; Cross Cultural Studies; Faculty Development; International Educational Exchange; *International Studies; International Trade; *Multicultural Education; Remedial Instruction; School Community Relationship; School Personnel; Second Language Instruction; Staff Development; Two Year Colleges
IDENTIFIERS- *Virginia

The "VCCA Journal" presents feature articles, abstracts, teaching strategies, book reviews and announcements. The first issue of Volume 3 includes the following articles: (1) "The Alliance for Excellence: A Model for Articulation between the Community College and the Black Church," by Ervin Griffin; (2) "Traditional and New Opportunities for Faculty Development: A View toward the Twenty-first Century," by W. Robert Sullins; (3) "The Piedmont Expansion Program: Community Colleges in International Trade," by Eduardo A. Peniche; (4) "Reading and Writing to Learn at Blue Ridge Community College," by Douglas A. Petcher; (5) "Using Video in the Foreign Language Classroom," by Carroll Yoder; and (6) "Support Staff as Professionals," by W. Robert Sullins. In addition, abstracts of presentations at the fifth annual convention of the Virginia Community Colleges Association are provided. Articles in the second issue focus on the theme of "The Community College and the International Community." The issue contains: "Educating Faculty for International Education: A Community College Experiment," by Mary Ruth Clowdsley; "An Educational Exchange between Piedmont Community College and Escola Technica Tupy," by David L. Priddy and Raymond F. Brogan; "Central Virginia Community College (CVCC) in the in the Global Village: A Multifaceted Effort," by Eduardo A. Peniche; "International Education at Small, Rural Community Colleges in Virginia," by Quintin S. Doromal, Jr., and Charles R. King; "International Education at Virginia Western Community College (VWCC)," by Charles Downs; "How VWCC Got the International Education Spirit: A Case Study," by Rita Krasnow; "The Valley and Beyond: The Neighborhood Expands," by Nancy Sandberg; "The Miami-Dade Community College International Mission: Focus on Curriculum," by Karen A. Paiva; and a bibliography on international education. (AYC)

ED 311 954 JC 890 456

Biggins, Catherine M.; Sainz, JoAnn
How Can Community Colleges Prepare the ESL and Bilingual Community College Student Reading at Levels 0.0-4.0 for Skilled Professions.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Communicative Competence (Languages); Community Colleges; Decoding (Reading); Functional Literacy; *Learning Disabilities; Learning Theories; *Literacy Education; Reading Ability; *Reading Difficulties; *Reading Instruction; *Remedial Reading; Two Year Colleges; Word Recognition

Drawing from the literature on reading research and theories, this paper discusses the problems of community college students with severe reading/writing deficits, reviews the advantages and limitations of various approaches to reading instruction, and suggests a new method of word decoding. First, the paper explores the difficulties facing the student who does not overcome his/her reading/writing disabilities in college, including problems in finding and training for a job, a tendency to drop out of school, and a lack of self-esteem. The next section discusses the skills involved in the ability to read, noting that disabled readers have many of the abilities of skilled readers, but cannot communicate these abilities through the medium of print. Like skilled readers, disabled readers can understand the meaning of a passage, predict outcomes, understand social rules and expectations, separate fact from opinion, and draw conclusions, but not in relation to a printed text. Next, the paper addresses various problems and theories related to reading disabilities. This section considers the relationship between motivation, frustration, and stress; outlines the symptoms of several learning disabilities; and reviews relevant literature on word-identification strategies, vocabulary development, the significance of cues in learning, attitudinal problems such as distractibility and impulsivity, learning style, phonics, and memory. After outlining several learning theories concerning word analysis and reading, the paper underscores the need for innovations in reading instruction and recommends methods of coordinating interrelated skills and sources of information to improve student motivation and involvement. Several weaknesses in traditional methods of word decoding are examined, and a remedy based on the cue of syllabication is suggested. A dialogue illustrating the use of this instructional strategy is provided. Finally, the paper reviews learning theories related to reading instruction, highlighting stimulus-response and cognition theories. Includes 43 references. (VVC)

ED 311 968 JC 890 473

Broadbent, William A.
Planning Resource Aid, 1989.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Sep 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Budgeting; Community Colleges; Delphi Technique; *Educational Planning; Employment Opportunities; *Federal Aid; High Schools; Program Development; *Program Proposals; *Proposal Writing; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Hawaii
Designed to assist persons charged with the preparation of planning proposals that meet the requirements of the program of federal assistance to vocational education, this booklet reviews several types of planning strategies. After introductory comments, the booklet lists several steps that all planners should incorporate into their strategy: (1) define the problem to be solved; (2) delimit the problem within the context of available resources; (3) analyze the probable reactions of all groups involved or influenced and determine their ability to influence, either favorably or adversely, the implementation of any problem-solving plan; (4) analyze the political, economic, social, and technological environment; (5) redefine and clarify the problem; (6) develop informal, schematic portrayals of possible patterns of interaction between constituencies; (7) use the decision making process in planning; (8) decide whether decisions will be made in order to get optimal results even at the risk of antagonizing some constituencies, to satisfy as many people as possible, or to modify or amplify that which the organization is already doing; (9) analyze program and demographic trends on an ongoing basis; (10) be aware of the timing of each step in implementation; and (11) modify the plan and the resulting program on the basis of feedback. Arguing that the most critical element of the planning process is the creative phase, the paper describes two techniques to facilitate the development of ideas and planning proposals: the Delphi Technique, which is typically identified as the most efficient approach, and the Delbecq Techniques, which places a premium on reaching consensus. The Program Evaluation Review Technique, the Gantt technique, and Scope and Sequence technique are described as means of plotting the implementation of the plan chosen. Charts illustrating the use of a Scope and Sequence method to develop a career placement center are provided. Finally, the booklet underscores the importance of information on the occupational demand for a program in obtaining federal monies. Appendixes include a list of occupations ranked by projected openings in Hawaii from 1988 to 1996 and a set of charts analyzing the availability of vocational education programs at Hawaii secondary schools and community colleges. (VVC)

ED 311 982 JC 890 488

Hunter, Jean E.
The Improvement of Occupational Education in Maryland: A Progress Report, Fiscal Year 1989.
Maryland State Board for Community Colleges, Annapolis.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Sep 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Planning; *Community Colleges; Cooperative Planning; Data Analysis; Data Collection; Educational Quality; *Evaluation Methods; *Followup Studies; Institutional Cooperation; Program Design; Program Development; Program Evaluation; Program Implementation; Quality Control; *Statewide Planning; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland
An assessment is provided of the progress of Maryland's Joint Coordinating Committee for Occupational Education Programs in developing a systematic procedure for the evaluation of the quality of occupational programs in Maryland. After presenting the 1976 resolution which established the joint committee, a project summary for fiscal year 1989 is provided. The summary explains the procedures used to acheive the following objectives: (1) to gather and report statewide data on credit enrollment, degree recipients, graduate follow-up, leaver follow-up, employer follow-up, discipline cost analysis, continuing education, and programs; (2) to run the State Board for Community Colleges Program Data Monitoring System (PDMS) and review each community college career program by June 15, 1989; and (3) to publish an in-depth evaluation of 50 community college programs and a statewide evaluation of associate degree General Studies programs. The report includes tables identifying the program areas designated for evaluation between 1978 and 1988, and a list of programs designed for qualitative evaluation in 1989. Guides for using the PDMS and for using information to support instructional program evaluation are appended. (JMC)

ED 311 605 EA 021 393

Teacher Evaluation. The Best of ERIC on Educational Management, Number 99.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Discipline; Educational Quality; Elementary Secondary Education; Faculty Development; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills

The first 2 of the 11 publications reviewed in this annotated bibliography recommend the involvement of teachers in the evaluation of their colleagues. Subsequent reports include the following points: (1) those who are likely to benefit from an assessment are the competent instructors who know their subject well; (2) a discrepancy exists between state-of-the-art and actual teacher evaluation practices in the nation's 100 largest school districts; (3) effective teacher evaluation entails qualitative judgments; and (4) the two common flaws in teacher evaluation instruments are instructional undervaluing and vagueness. Additional publications reviewed describe evaluation strategies that incorporate assessment center exercises and extensive field observation, feature six diverse models aimed at evaluating teachers' ability to think and improve, propose a single system to encompass both formative and summative evaluations, and provide an overview of recent research on and discussion of teacher evaluation. (KM)

ED 311 730 FL 018 174

Literature Review: Research Findings on Students' Use of Hawaii Creole (Pidgin) English and Relationships with Standard English and School Achievement in Hawaii. Revised.

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

PUB DATE- Mar 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Creoles; Elementary Secondary Education; *English (Second Language); Indigenous Populations; Instructional Materials; *Language Patterns; Language Proficiency; Language Research; *Language Role; *Pidgins; Reading Achievement; Reading Comprehension; Second Language Learning; Speech Communication *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Hawaii Pidgin

A review of literature relating to the use of Hawaiian pidgin and standard English and their relationship to school achievement was undertaken in response to concerns regarding state educational policy for language use and proficiency. The research reviewed includes pidgin and creole studies, second language acquisition research, and studies of prior language intervention programs in Hawaii. Relevant Hawaii-specific research focuses primarily on elementary school children's reading and oral language development. The findings in school language learning include research on reading achievement and related measures, oral story comprehension, and standard English and Hawaiian creole relationships. Materials on classroom instruction are also reviewed. A two-page reference list is provided, and appended materials include a statement of the board of education's policy on standard English and oral communication, and acknowledgements. (MSE)

ED 311 746 HE 021 956

Moede, Gerald F.
The Permanent Diaconate Revisited. Occasional Papers No. 79.
United Methodist Board of Higher Education and Ministry, Nashville, Tenn.
PUB DATE- 15 Sep 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Christianity; *Church Workers; *Clergy; Higher Education; Religion; *Religious Education; *Theological Education
IDENTIFIERS- Deacons; *Methodist Church
Argument for the establishment of an ordained permanent deacon in the United Methodist Church is presented. The confusing and inconsistent treatment of the ministry of deacon is noted along with many factors indicating the present inconsistency in theology and in practice. The implications of the 1976 inauguration of a diaconal ministry are mentioned, noting that the question of ordination or consecration needs to be addressed, and a wider version of work in the world needs to be described. The diakonia in the early church are examined, and theological reflections on the diakonia, representation, and apostlicity are presented. Possible implications of creating a ministry of deacon are examined. The diaconate in other churches (such as Roman Catholic and Episcopal) are noted with a focus on ecumenical agreements about the deacon and the alternate ordinal. Two controversial issues are whether an ordained diaconate for service would weaken Christian servanthood and whether people should retain the expectation that every elder should first be ordained a deacon. Restoration of an ordained ministry of diaconal service could help regain a crucial dimension of ministry. (SM)

ED 311 835 HE 022 936

Dresch, Stephen P.
The Economics of Foreign Students. IIE Research Report Number 11.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 87
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($4.00).
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Educational Demand; *Educational Economics; *Educational Supply; Enrollment Trends; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; Labor Market; School Business Relationship; Undergraduate Study

The magnitude of the economic costs associated with the presence of foreign students in U.S. higher education and to what degree these costs are subsidized and by whom are discussed to help develop an appreciation for the rich, complex, and changing context of the U.S. higher education system. Five sections are: (1) foreign students and the changing economic context of U.S. higher education (foreign students do not represent a homogenous group, and the economic implications of different categories of foreign students may be changing in quite different ways and by very different magnitudes in the various diverse components of the U.S. higher education system); (2) the academic labor market, the demand for graduate students, and foreign supply (a decline in quality and graduate enrollments has adverse consequences for both instructional and research capabilities of universities, for graduate students are a relatively low cost source of academic labor, and the shift in demand for graduate students to lower-quality teaching oriented instructions, along with a relatively weak market for Ph.D.s, has reduced the supply of domestic graduate students and foreign students have become a critical source of high quality supply for U.S. graduate education); (3) undergraduate excess capacities, marginal costs, and prices (while foreign enrollments increased significantly, there were greater increases in the prices which reflected the true marginal or incremental costs associated with additional enrollment); (4) foreign demand for U.S. higher education (undergraduate foreign student demands are likely to respond to prices and institutional pricing policies then become especially significant) (5) and conclusion (foreign graduate and undergraduate students contribute significantly to the stabilization of the system). (SM)

ED 311 849 IR 013 968

Schlenker, Richard M.
Constructing AppleWorks Data Base Files for the Apple IIe Computer.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Instructional Materials (For Learners) (051)
DESCRIPTORS- *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIe; *AppleWorks

This step-by-step guide to creating database files using the AppleWorks software on the Apple IIe computer covers (1) loading the program; (2) adding files to the desktop; (3) selecting the database option; (4) naming the file; (5) naming categories or fields; (6) inserting data; (7) changing database file formats; (8) altering the file layout; and (9) saving the file. Sixteen sample screen displays are shown to illustrate the steps. (MES)

ED 311 620 EC 221 026

Computer Courseware for Special Education. Volume 1.
Alberta Dept. of Education, Edmonton. Curriculum Support Branch.; Alberta Education Response Centre, Edmonton.
PUB DATE- Jan 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Business Education; *Computer Assisted Instruction; Computer Software Reviews; *Courseware; *Disabilities; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *Gifted; Instructional Material Evaluation; Instructional Materials; Keyboarding (Data Entry); Language Arts; Mathematics Education; Problem Solving; Science Education; *Special Education
IDENTIFIERS- *Alberta

The directory provides reviews of 50 software programs approved for educational use in Alberta (Canada) schools. Each program was reviewed by two teachers with the purpose of determining the specific populations of special needs students (including the gifted) that the programs would be suitable for and the approximate grade level with which the program should be used. No attempt was made to determine the relative effectiveness of the programs as an instructional resource for special needs students. Programs are provided in the areas of business education, computer literacy, early childhood, keyboarding, language arts, mathematics, problem solving, and science. Programs are listed alphabetically by title and indexed by broad subject. Provided for each program is information on subject, topic(s), author, publisher, cost, components, system requirements, and other formats. Also provided is an evaluative summary of the program and consideration of special education applications. (DB)

ED 311 652 EC 221 061

Scruggs, Thomas E.
The Administration and Interpretation of Standardized Achievement Tests with Learning Disabled and Behaviorally Disordered Elementary School Children. Year Three Final Report.
Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 86
NOTE- 267p.; For earlier reports, see ED 256 082 and ED 260 560.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Achievement Tests; *Behavior Disorders; Elementary Secondary Education; Intervention; *Learning Disabilities; *Skill Development; Standardized Tests; Student Attitudes; Teaching Methods; Test Coaching; *Testing Problems; *Test Wiseness

This final report describes the activities, results, and conclusions of a 3-year project whose major purpose was to improve test-taking skills of learning-disabled and behaviorally disordered students, with respect to standardized achievement tests. The project concluded that: learning-disabled and behaviorally disordered students exhibit deficits on cognitive and affective aspects of test-taking; these deficits can be partially remediated through training; and standardized achievement testing provides an important function in special education, but additional measures are equally important. Appendices, which make up the bulk of the document, include published and unpublished papers and presentations on: analyzing children's strategy use on reading achievement tests; developing aspects of test-wiseness for absurd options; test-wiseness on reading comprehension tests; improving test-taking skills; student attitudes toward tests; format changes in reading achievement tests; a meta-analysis on teaching test-taking skills; using separate answer sheets; effects of training in test-taking skills on test performance, attitudes, and on-task behavior; effects of coaching on test performance; academic and intellectual characteristics of behaviorally disordered students; and predicting outcome through achievement. (JDD)

ED 311 668 EC 221 084

Lowitzer, Arthur C.
Family Type, Sources of Support, and Stress among Families of Preschool Children.
Utah State Univ., Logan. Early Intervention Research Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). Tables 3 and 4 have small print. For related document, see EC 221 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Delivery Systems; Demography; *Disabilities; *Early Intervention; Emotional Adjustment; *Family Attitudes; *Family Characteristics; *Preschool Children; *Preschool Education; Program Effectiveness; *Socioeconomic Influences; Stress Variables
The nation-wide study assessed the effectiveness of the various delivery systems providing early intervention services to handicapped young children. The Battelle Developmental Inventory was the primary measure of child development. A series of parent measures were used and demographic information was also collected. Data from project sites including approximately 580 parents were analyzed, examining the: (1) impact of family adaptation style or coping style; (2) stress with the consideration of sources of support and resources available; and (3) other stressful life events that these families had experienced. Results indicated that families from low socio-economic status groups tended to be very disengaged in terms of their coping skills, while families from higher income groups tended to be enmeshed or very close-knit families. Furthermore, these low income families had fewer sources and resources for support available to them. An analysis of covariance indicated that significant differences remained between groups based on the cohesion-type from the Family Adaptability and Cohesion Evaluation Scales after accounting for differences in family resources, family sources of support, and other critical life events faced by the families involved. (Author/DB)

ED 311 699 FL 018 015

Selected Elementary and Secondary Spanish Language Materials for Native Spanish Speakers: Language Arts and Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 20p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basal Reading; Bibliographic Records; Computer Assisted Instruction; *Curriculum Guides; Elementary Education; English (Second Language); High Schools; Mathematics Instruction; Native Language Instruction; *Resource Units; Science Instruction; Social Studies; *Spanish; *Spanish Speaking; Teacher Education; Teaching Methods; *Textbooks
IDENTIFIERS- Content Area Teaching

This 47-item annotated bibliography is composed of materials for teaching native Spanish speakers both language arts and content area material at the secondary and elementary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes curriculum guides, textbooks (for mathematics, science, social studies, and reading), teacher education materials, and computer-assisted instructional materials. (DJD)

ED 311 792 HE 022 841

Postsecondary Enrollment Options Program Final Report. January 1987.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jan 87
NOTE- 255p.; Some tables have marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Articulation (Education); *College Bound Students; *College School Cooperation; *Dual Enrollment; *Educational Opportunities; Enrollment Influences; Grade 11; Grade 12; Higher Education; High Schools; *High School Students; Nontraditional Education; Student Characteristics; Student Development
IDENTIFIERS- *Minnesota; Postsecondary Enrollment Options Act (Minnesota)

The Postsecondary Enrollment Options (PSEO) Act enables 11th and 12th grade public school students to enroll either full-time or part-time in postsecondary courses, promotes rigorous educational pursuits, and provides a wider variety of options for students. Six sections are as follows: history of the program (program information activities, 1985 fall term preliminary evaluation, and legislative amendments); 1985-86 program evaluation (overview, discovering the PSEO program, choosing the PSEO program, student characteristics, postsecondary institutions attended, activities and performance at the postsecondary level, and other program factors); overall program assessment (perceived student characteristics, problems, advantages and disadvantages, and areas for change); fiscal impact (funding formula, defining fiscal impact, variables, absolute impact, differential impact, PSIs, transportation, and concluding remarks); 1986-87 program information (enrollment information and 2-year comparison); and state policy issues (admission standards, advanced placement, cooperative plans, summer school, nonpublic school participants, comparability, counseling services, credit appeals, and compulsory attendance). Four appendices are: tables A1 to A13 and survey instruments; methodological notes; programmatic information; and fiscal impact methodology. (SM)

ED 311 821 HE 022 913

Evaluating College and University Presidents and Ethical Practices for College Presidents.
American Association of State Colleges and Universities, Washington, D.C.; American Association of Univ. Administrators, Washington, D.C.
PUB DATE- Nov 88
AVAILABLE FROM- American Association of State Colleges and Universities One Dupont Circle, Suite 700, Washington, DC 20036.
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Administration; College Faculty; *College Presidents; *Educational Assessment; Educational Quality; *Ethics; *Evaluation; Excellence in Education; Faculty Development; *Faculty Evaluation; Higher Education; Personnel Evaluation; Policy Formation
IDENTIFIERS- *American Association of State Colleges and Univs

Information on how to evaluate college and university presidents is presented focusing on: (1) purposes of presidential evaluation; (2) guidelines for evaluation (objectivity, criteria, topics and standards, scheduling, constituency consultation, self-assessment by the president and reporting and use of the evaluation); and (3) post-evaluation processes (review and adjustment of the presidential position description, review of the evaluation process and its results, and review of governing board performance in relation to the presidency). Eight steps involved in evaluation include: evaluations should be conducted in the context of, and subsequent to, a general institutional analysis; anonymous letters should never be accepted by evaluators; and persons engaged in conduct evaluations should be experienced, knowledgeable, and preferably not connected with the institution. A policy statement developed by the Committee on Governance of the American Association of State Colleges and Universities and approved by the association membership is concerned with ethics. It sets forth the following standards: place loyalty to the institution above self-interest; ensure that the institution's business and public affairs are conducted in an ethically responsible manner; and seek to provide an environment for implementation of programs that will foster both the social and character development of students. (SM)

ED 311 869 IR 013 988

Levin, Sandra Allan
Computers in Education: The Process of Change. Interactive Technology Laboratory Report #2.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Mar 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Change Strategies; Classroom Research; *Diffusion (Communication); *Educational Innovation; Elementary Secondary Education; Interviews; *Microcomputers; *Teacher Attitudes; Technology Transfer
IDENTIFIERS- *San Diego County Department of Education CA
This study traces the introduction of microcomputers in two elementary schools, one middle school, and one high school in San Diego County, California. To determine whether or not the process of introducing microcomputers in education includes the necessary elements for change outlined by S. Saranson--i.e., a positive concept of the change, involvement of those affected, and the development of constituencies--four teachers from each school were interviewed and observed in their classrooms to collect data on their training on microcomputers, their attitudes about microcomputers in the schools, their strategies for integrating computers into their classrooms, and conflicts engendered at all levels of the school system. In general, the study revealed a positive attitude on the part of teachers, principals, district administrators, and groups outside the schools toward the introduction of computers. Educators throughout the school system have been involved in this innovation. Teachers themselves have set goals and discussed implementation strategies with other teachers, principals, school district administrators, and business professionals. Constituencies have been developed as a means of survival in the coming years. Since all three of Sarason's conditions have been met in the schools in this study (resulting in a grassroots rather than a "top-down" change strategy, unlike the strategy observed in many other change processes), it is concluded that the introduction of computer technology is likely to be successful. (GL)

ED 311 883 IR 014 005

Hodes, Carol L.
Relative Effectiveness of Corrective and Noncorrective Computer Feedback on Cognitive Learning of Science.
PUB DATE- May 84
NOTE- 84p.; Master's Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; Equal Education; *Feedback; Grade 9; Grade 10; High Schools; *Instructional Design; Intermode Differences; *Learning Processes; Pretests Posttests; Secondary School Mathematics; *Sex Differences; Teaching Methods

This study examined the relative effectiveness of different types of computer feedback (both corrective and noncorrective) on student achievement. A total of 41 students in grades 9 and 10 comprised the two treatment groups. The subjects all interacted with a computer program written by the researcher. The first treatment group received corrective feedback while the second received noncorrective feedback. Pretests, posttests, and post-posttests were administered to all students. There was no significant difference between posttest scores when compared by ANOVA. There was, however, a pattern of significance when the groups were redefined by gender. The females receiving noncorrective feedback had significantly lower posttest scores when compared to the male subjects from either treatment group. This was interpreted as a reflection of gender bias in the schools, since computational ability was needed for the testing and differences in both math achievement scores and attitude towards math still exist between males and females. Close attention should be paid to the type of feedback that students receive since it affects achievement. Since research supports the existence of gender bias in our educational system, computer-assisted instruction (CAI) might be effectively used to overcome this bias by removing the personality of the teacher from instruction, therefore removing gender bias from the schools. Consequently the future of CAI may be the realization of educational equity for all students. A sample run of both treatments and the testing instruments are appended. (37 references) (Author/GL)

ED 311 898 IR 052 888

Biblio-Tech: Survival Skills for the Information Age. A Handbook of Research Skills--Both in and out of the Library, for Use in College--and Long Afterward. Revised Edition.
Community Coll. of Vermont, Waterbury.
PUB DATE- 87
AVAILABLE FROM- Community College of Vermont, Box 120, Wasson Hall, Waterbury, VT 05676 ($7.50).
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bibliographies; Higher Education; *Information Sources; Information Technology; *Library Instruction; Professional Development; *Reference Materials; *Research Tools; *Search Strategies

Presented in 13 short sections, this bibliographic instruction manual is intended to help both students and non-students to: (1) locate specific information sources and make use of existing information systems--e.g., libraries--to carry out research; and (2) become oriented in the research process by following organized search strategies. Section I addresses the self-reliant learner, and advocates digging for information, being open to what is found, and managing it wisely as a means to control one's life and assist in achieving life goals. Section II defines information and discusses its sources and applications. Section III describes plagiarism and copyright laws, suggesting what needs to be cited. The outline of the research process in Section IV explains how to define research questions, gather information, and find leads, and features a flow chart illustrating the process. Helpful hints for finding information are provided in Sections V and VI, and Section VII offers six search strategy case studies. Sections VIII through XIII explore features of libraries and library resources (e.g., interlibrary loan, microcomputers, cataloging, the reference department, and government documents). Five appendixes include a review of the mechanics of footnotes; a bibliography of research guides; a glossary of terms; explanations of library classification systems; and a condensed version of Bloom's Taxonomy of Cognitive Objectives. Keyword and subject indexes are also provided. (SD)

ED 311 913 IR 052 905

Holley, Edward G.
OCLC, Libraries, and Scholarship: What Lies Ahead?
PUB DATE- 19 Mar 89
NOTE- 9p.; Keynote speech for the Annual Meeting of the Directors of Research Libraries in OCLC (7th, Dublin, OH, March 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Bibliographic Utilities; *Costs; *Electronic Publishing; Expert Systems; Higher Education; *Information Networks; International Trade; Library Automation; *Library Role; Online Searching; *Research Libraries; Telecommunications; *User Needs (Information)
IDENTIFIERS- *OCLC
Written by a board member of OCLC, this paper discusses critical issues relating to OCLC for the remaining decade of the twentieth century. A brief history of OCLC traces its development and recounts its goals and missions to establish a computerized network to promote the evolution of library use, of libraries themselves, and of librarianship. The first section addresses the criticism that OCLC is too much a business and indifferent to the concerns of libraries and librarians, and explores specific problematic areas in OCLC. The second section describes new challenges to national, regional, and state networks that serve the library community, including escalating costs for telecommunications, equipment, online searching, and new systems. The third section questions how--as it enters the field of electronic publishing, and as scholarship moves more toward access rather than to ownership--OCLC can best serve the end user. The final section discusses the expansion of OCLC's role as an international database, explains similarities and differences among international applications, and discusses economic problems. (SD)

ED 311 996 JC 890 503

Jackson, Marie; Brown, Norman D.
The Sears-Roebuck Foundation Partnership Development Fund Keep Amrica Working Project To Develop an Articulated Nursing Education Program: Final Project Report.
Texas Univ., Tyler.; Tyler Junior Coll., TX.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 25 Aug 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Budgets; Community Colleges; *Curriculum Development; Educational Objectives; Enrollment Trends; Nurses; *Nursing Education; Occupational Mobility; Postsecondary Education; Program Implementation; *Student Recruitment; Two Year Colleges; Universities
In 1989, a project was undertaken by Tyler Junior College (TJC) in cooperation with the University of Texas at Tyler (UTT) to develop a career-oriented, articulated nursing education program. The project had four main objectives: (1) to provide a comprehensive course of study which would facilitate student progression from admission to a career as a licensed vocational nurse or a registered nurse at the associate, bachelor's, or master's degree level; (2) to develop recruitment guidelines to increase the enrollment and graduation rates of nursing students; (3) to supply additional nurses to meet a critical shortage of nurses in the region; and (4) to identify, recruit, counsel, and educate adults who were unemployed or whose skills were unemployable. To accomplish the first objective, TJC and UTT completed an analysis of their respective curricula and developed two clearly delineated courses of study, a fast-track curricula and an individual option plan. These individualized programs facilitate educational and career mobility by allowing students to progress through the two institutions with a minimum of program redundancy. The success of the project was demonstrated by record numbers of nursing candidates being accepted into courses of study at the two colleges. The high number of candidates will presumably help alleviate the nursing shortage currently being experienced in the region. The program description contains outlines of the two individualized study programs, data on enrollment trends, graduation projections, recruitment and admissions materials, and a final budget report. (JMC)

ED 311 590 EA 021 366

Crampton, Faith E.; Westbrook, Kathleen C.
The Path of Good Intentions: University Preparation of Educational Leaders in Oregon.
PUB DATE- Oct 89
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 27-29 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Administrator Evaluation; *Administrator Selection; Certification; Educational Administration; Higher Education; *Management Development *Program Effectiveness
IDENTIFIERS- *Oregon
An analysis is conducted of the extent to which the stated goals and required academic and clinical experiences of the Oregon administrator preparation program were aligned with identified leader variables and the recommendations of recent educational administration reform reports. Variable categories were selection and admissions, content and training, and outcomes. The administrative certification program at the University of Oregon over the past 10 years is described and analyzed with regard to the Integrated Framework for University Preparation of Educational Leaders. Criteria for four administrator certificates are described: (1) basic administrator certificate; (2) standard administrator certificate; (3) basic superintendent certificate; and (4) standard superintendent certificate. Findings indicate that the administrator preparation program has changed little over the past 10 years. Diversity in terms of ethnic minority, handicapped, and female representation is not actively pursued. The program that exists appears to be very traditional in nature. (11 references) (SI)

ED 311 683 EC 221 251

Patton, Patricia L.; And Others
How To Work and Live in the Real World: Basic Steps for Youth with Handicaps and Their Parents and Teachers.
San Diego State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 89
NOTE- 42p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989). A product of Project WORK. For the Spanish version of this document, see EC 221 252.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Cultural Differences; *Daily Living Skills; *Disabilities; *Education Work Relationship; High Schools; *Transitional Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- California
This booklet is for young people with handicaps who are getting ready to graduate from high school and begin working and living in the adult world, with special focus on individuals with cultural differences. The booklet provides advice on completing preliminary, essential tasks of adult living. It also explains the services of various agencies providing adult vocational and independent living programs, such as vocational rehabilitation, social security, and developmental disabilities agencies. Specific sections of the booklet cover how to: obtain a birth certificate, apply for a social security card, obtain a California identification card, obtain a work permit, obtain a vocational program at school, include an individualized transition plan in the Individualized Education Program, obtain a bus pass, learn about bus schedules and bus routes, obtain a driver's license, get help from adult agencies, get a job, keep a job, and get help if the student is not English speaking. (JDD)

ED 311 762 HE 022 679

Cohn, Elchanan; Hughes, Woodrow W., Jr.

Social Internal Rates of Return to College Education in the United States: 1969, 1974, 1978, and 1982. Working Paper in Economics.

South Caroline Univ., Columbia.
PUB DATE- Jul 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Costs; Educational Benefits; *Educational Finance; Expenditure per Student; Higher Education; *Human Capital; Investment Longitudinal Studies; Models; *Outcomes of Education; Program Effectiveness; Role of Education; Student Costs

The issue of rates of return to educational investment over time is discussed, noting that the examination of this subject enjoyed its heyday in the middle and late 1970s. A longitudinal examination of internal rates of returns to college education for different time periods is included. Some of the reasons for reexamining the issue are: the decline in rates of return was due in part to a large growth of the college-educated cohort size in the early 1970s, the business cycle may also affect the rate of return, and since 1974, the business cycle has gone through a complete cycle (from regression to peak to recession and to more expansion); and if educational expenditures are considered as investment, then the yield should behave similarly to more conventional investment. The model used in the study is a two-stage simultaneous equation system which corrects for self-selectivity bias. Samples for the various years are drawn from the Panel Study of Income Dynamics conducted by the Survey Research Center of the University of Michigan. Results include the following: the declining rates of return over the first three time periods are consistent with the notion that as schooling expands, the social rate of return should fall; the rates of return to education should follow the same general pattern as investment in other types of assets; and the rate of return to educational investments has policy implications. Tables are included. Contains 19 references. (SM)

ED 311 777 HE 022 816

Hutchings, Pat
Behind Outcomes: Contexts and Questions for Assessment.
PUB DATE- Jun 89
NOTE- 31p.; Paper presented at the American Association of Higher Education Assessment Forum (Atlanta, GA, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; *College Students; *Educational Assessment; *Educational Quality; Higher Education; *Learning; *Outcomes of Education; *Student Attitudes; Student Behavior; Student Characteristics; Student Experience
Assessment thus far has been shaped primarily by questions about student learning outcomes; however, assessment "behind outcomes" means looking more carefully at the processes and conditions that lead to improved student learning. Nine areas of inquiry for assessment "behind outcomes" are suggested, with appropriate methods for addressing them and resources for further work: (1) What do we know about students who enter our institution? (2) How are course-taking patterns related to outcomes? (3) How do students experience the institution? (4) What is the student's contribution to learning? (5) What do students learn over time in a program of study? (6) How do out-of-class experiences contribute to learning? (7) What are students able to do with what they know? (8) What patterns characterize students' movement through the institution? (9) What judgments can students make about their learning? Six principles of assessment are drawn from these areas and discussed; these principles concern looking beyond outcomes to: college goals and programs; student attitudes and values; the department or program as a context for assessment; communicating and using complex, qualitative information; being governed by what is good for students; and a broader involvement of people across the institution in assessment. (KM)

ED 311 807 HE 022 894

Rosiak, John, Ed.

Models of School/College Collaboration. In Search of Patterns for the Future.

Association of Catholic Colleges and Universities, Washington, D.C.; National Catholic Educational Association, Washington, D.C.

PUB DATE- 83

AVAILABLE FROM- Association of Catholic Colleges and Universities, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($3.00).

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Catholic Schools; *Church Related Colleges; *College School Cooperation; *Cooperative Planning; Educational Cooperation; Higher Education; *Institutional Cooperation; Models

The results of an effort by the Association of Catholic Colleges and Universities' Task Force on School/College Collaboration to gather information about existing programs to share with colleagues as models of school/college collaboration are presented. Concrete examples of how a model for Catholic colleges and universities (designed for use in developing special professional course sequences for teachers seeking employment in Catholic schools) has been effectuated at various colleges are examined. Some arenas in which schools and colleges can cooperate to their mutual advantage are discussed. Two sections focus on the following: (1) programs of special distinction (Manhattan College, Mount St. Mary's College, Saint Louis University, and Seton Hill College and Cathedral School); and (2) models of school/college collaboration (programs for school faculty and administrators, special workshops, honors programs, and competitions, advanced college credit programs, and miscellaneous programs). An appendix lists institutions contributing to the report. (SM)

ED 311 850 IR 013 969

Schlenker, Richard M.
Constructing AppleWorks Word Processing Files for the Apple IIe Computer.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Microcomputers; *Word Processing
IDENTIFIERS- Apple IIe; *AppleWorks
This step-by-step guide to constructing word processing files using the AppleWorks software on the Apple IIe computer covers (1) loading the program; (2) adding files to the desktop; (3) selecting the word processor option; (4) naming the file; (5) setting tabs; (6) selecting print options; and (7) saving the file. Sixteen sample screen displays are included to illustrate the steps. (MES)

ED 311 928 IR 052 923

O'Brien, Nancy Patricia
Strengthening Elementary and Secondary Curriculum and Textbook Resources at the University of Illinois at Urbana-Champaign Education and Social Science Library To Improve National Access. Final Report.
Illinois Univ., Urbana. University Library.
PUB DATE- Mar 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Curriculum Guides; Donors; *Educational History; *Elementary School Curriculum; Elementary Secondary Education; Grants; Interlibrary Loans; *Library Collection Development; Library Networks; *Secondary School Curriculum; *Textbooks; United States History

A Federal Higher Education Act (HEA) Title II-C grant was awarded in 1987/1988 to the University of Illinois at Urbana-Champaign Library to acquire, catalog, and make accessible through interlibrary loan the historical curriculum materials that chronicle the educational history of the United States from the 1800s to the present. In addition to an uncataloged collection of approximately 8,000 volumes of elementary and secondary classroom textbooks and curriculum guides, another estimated 4,000 volumes were available in faculty offices and collections. The project also gathered 9,000 volumes from donations by individuals and institutions, and purchased 3,000 volumes. Through extensive publicity, the project became widely known and researchers from across the nation began utilizing the collection or expressing interest in depositing copies of historical texts in the collection. The project confirmed the need for a national network of regional repositories of historical curriculum collections. In addition to the enthusiastic reception by researchers, the project identified the concerns of individuals having treasured collections of textbooks passed on as family keepsakes, but no longer having the space or ability to preserve these materials. In many instances, such private collections are the only remaining sources of these materials that were generally discarded upon the receipt of new editions. This report summarizes key aspects of the project. (Author/SD)

ED 311 983 JC 890 489

Lipsky, Sally A.
Effect of Field Independence/Dependence on Two Textbook Notetaking Techniques.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Field Dependence Independence; *Notetaking; *Outlining (Discourse); Perception Tests; Reading Comprehension; Study Skills; Two Year Colleges; Two Year College Students
This study was performed to assess the effect of field independence/dependence on the successful use of mapping or outlining to take notes from textbooks. Success was measured in terms of student performance on a comprehension test and thoroughness of notetaking. The study sample of 38 students enrolled in reading and study skills courses at a community college in Western Pennsylvania was divided into three groups: a group who received training in mapping/networking, a group who received training in outlining/paraphrasing, and a control group that received no training in notetaking. In the first class session, students were taught either the mapping or outlining procedure and were told to take notes on a passage for homework. Two days later, students evaluated and discussed their homework assignment in small groups. A week later, students were given the Group Embedded Figures Test (GEFT) to assess relative field independence/dependence and were tested on the text material. In the final stage of the process, two raters assessed the thoroughness of the students' notes. Study findings included the following: (1) there were no statistically significant differences between the experimental groups in terms of mean scores on the comprehension test or thoroughness of notes; (2) field-independent students had higher mean test scores using the mapping technique, while field-dependent students had higher scores using outlining; and (3) while there was a significant positive correlation between the GEFT scores of students in the mapping group and their comprehension test scores, there was no similar correlation for students in the outlining group. Based on study findings, teachers were urged to guide students into the notetaking technique best suited to them. (JMC)

ED 311 606 EA 021 394

Ethics and the School Administrator. The Best of ERIC on Educational Management, Number 100.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Principles; *Administrator Responsibility; *Administrators; Annotated Bibliographies; *Codes of Ethics; Conflict of Interest; Elementary Secondary Education; *Ethics; Integrity; *Moral Values

Included in this annotated bibliography of 11 publications are reports asserting that ethical values are an integral part of school leadership and must not be neglected in the pursuit of academic excellence. Subsequent reports suggest that adequate moral socialization should be demonstrated by school administrators, focus on the ethical principles that must guide administrators when divulging information, and outline whether teachers should assume the responsibility of developing and enforcing ethical standards in the school. The remaining documents reviewed suggest that routine decisions sometimes involve ethical values and can be perceived as a pattern of wrongdoing; that administrators must become aware of how values and ethics affect the way that their school is run; and that objective ethical reasoning is possible, important, and aids in the understanding of methods of ethical reflection. (KM)

ED 311 621 EC 221 027

Tori, Christopher D.
Outcome Predictions Following Placement in a Learning Handicapped Resource Specialist Program.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Diagnostic Tests; Educational Diagnosis; Elementary Education; Instructional Effectiveness; *Learning Disabilities; *Norm Referenced Tests; *Outcomes of Education; *Predictive Validity; *Resource Room Programs
IDENTIFIERS- Peabody Picture Vocabulary Test; Wechsler Intelligence Scale for Children (Revised); Wide Range Achievement Test
The study sought to determine if significant predictive relationships could be found between diagnostic psychological test data and the changes in academic achievement of learning handicapped children participating in a resource specialist program for one period per day. The 102 students, with a mean age of 9 years, were administered the Wide Range Achievement Test (WRAT) at the time of resource program placement and during April 1981, to obtain pre-scores and post-scores which were used to calculate a change score. Significant yearly increases in reading, spelling, and arithmetic grade levels were found. However, analyses of age-normed standard change scores showed significant increases in only the reading standard score, with actual decreases in spelling and arithmetic abilities. The search for significant predictors of academic improvement revealed the Peabody Picture Vocabulary Test was the best and often the only significant predictor of grade level and standardized WRAT change scores. Scores on the Wechsler Intelligence Scale for Children-Revised were not found to be consistently related to change data. (JDD)

ED 311 637 EC 221 043

Petri, Ann E.
The Sound of the Day, A Color Stimulation Method of Teaching Reading (in English, Chinese, and Other Languages) to Learning Disabled and/or Emotionally Disturbed Students.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Art Activities; Color; Elementary Secondary Education; *Emotional Disturbances; Freehand Drawing; *Learning Disabilities; *Phonics; *Reading Instruction; *Teaching Methods
The "Sound of the Day" is a color stimulation method of teaching reading in English, Chinese (both the characters and the orthographical pin-yin), and other languages. The method involves reviewing previously learned sounds, introducing a new sound each day, learning four new words which begin with the same sound, and then drawing and coloring pictures to illustrate the words. As each exercise is carried out, the student is learning not only the basic sound, but how that sound is integrated into words, as well as the meanings of the four words in the exercise. In addition, the combination of writing, drawing, and coloring reinforces learning and offers a channel for expressing feelings. The method is particularly helpful with learning-disabled and emotionally disturbed students who become easily frustrated when faced with difficult academic tasks such as learning to read. (JDD)

ED 311 700 FL 018 016

Selected Elementary and Secondary Italian Language Materials: Language Arts and Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 11p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basal Reading; Bibliographic Records; Class Activities; Course Descriptions; Cultural Education; Curriculum Guides; Elementary Education; *Instructional Materials; Intercultural Communication; *Italian; *Resource Units; Secondary Education; Second Language Instruction; *Textbooks; Workbooks
IDENTIFIERS- Content Area Teaching

This 26-item annotated bibliography is composed of materials for teaching Italian language arts and content area material at the secondary and elementary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. Included are: curriculum guides, basal reading texts, course descriptions, cultural materials, information about cross cultural communication, textbooks, workbooks, and classroom games and activities. (DJD)

ED 311 716 FL 018 157

Yonan, Barbara; Baenen, Nancy
Race Against Time: Secondary Title VII Program Evaluation, 1988-89. Executive Summary
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; Curriculum Development; Dropout Rate; *English (Second Language); Federal Programs; Graduation; Language Proficiency; *Limited English Speaking; Parent Participation; *Program Evaluation; Secondary Education; Second Language Programs; Spanish Speaking; Staff Development; Tests; Workshops
IDENTIFIERS- Texas Educational Assessment of Minimum Skills
During 1988-89, the Austin Independent School District's Title 7 program continued to supplement services through the locally funded bilingual and English-as-a-Second-Language (ESL) programs to secondary students of limited English proficiency. The 1988-89 Title 7 evaluation report provides an overview of the programs's changes, staff training, parent/family workshops, curriculum development, and budget, and the characteristics of the students and teachers participating in the program are described. The extent to which the program has had a positive impact on student progress is discussed, focusing on English language proficiency, English language achievement, dropout/graduation rates, and exit-level TEAMS test results. A final section of the evaluation highlights the needs of limited-English-proficient students, and suggests that these students need placement with teachers with special training in ESL teaching techniques. (VWL)

ED 311 731 FL 018 175

Kresovich, Brant M.
The Journal Assignment in Composition Class at a Japanese University.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Assignments; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Journal Writing; Second Language Instruction; Student Attitudes; Writing (Composition); *Writing Instruction
IDENTIFIERS- *University of the Ryukyus (Japan)
A discussion of journal writing in an English composition class at a Japanese university focuses on how, why, and with what results students were assigned the writing of a lengthy journal as a course requirement. The first part of the discussion presents the rationale behind the decision to give students the assignment. The second part describes the student participants and how the assignment was administered. The various problems encountered during the course are discussed in the third part, such as the amount of time involved in keeping or reviewing a journal, as well as solutions to the problems. The next part reports the results of an informal survey of student attitudes toward the journal assignment, and the final section summarizes the advantages of the assignment and suggests possibilities for further research. A brief bibliography is provided. (MSE)

ED 311 747 HE 022 128

Green, Madeline F.; And Others
The American College President: A Contemporary Profile.
American Council on Education, Washington, D.C.
PUB DATE- Apr 88
AVAILABLE FROM- National Presidents' Study, Center for Leadership Development, American Council on Education, One Dupont Circle, Washington, DC 20036-1193 ($10.00 members; $12.50 nonmembers).
NOTE- 46p.; Development support provided by the AT&T Foundation.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; Career Development; College Administration; *College Presidents; Cultural Background; Demography; *Educational Background; Females; Higher Education; Individual Characteristics; Individual Development; Leadership; Minority Groups; *Socioeconomic Background

A profile of the personal and educational backgrounds of college and university presidents is presented in order to provide a basis for future studies. Eight sections focus on: the study; personal characteristics about the presidents (sex, race and ethnicity, age, religion, marital status, and spouse's employment); academic background (highest degree and field of study); career paths (first and second positions before the presidency, institutional mobility, and length of tenure); presidents and the board; summary profile of women presidents (coeducational institutions and women's colleges); summary profile of black presidents (predominantly white institutions and historically or predominantly black institutions); and summary and conclusions (confirming the conventional wisdom and future studies). Highlights include the following: the typical college president was white, male, married, and 53 years old; the average president had served for nearly 7 years; most college presidents were married, but women presidents were far more likely than men to be divorced or never married; husbands of college presidents were twice as likely to be employed as wives; more than three quarters of all presidents held doctorate degrees; most presidents had substantial administrative experience; and most career movement occurred within the same type of institution. (SM)

ED 311 942 JC 890 420

Lewis, Merrilee R.; Marcopulos, Ernest
San Joaquin Delta College Student Athlete Study.
San Joaquin Delta Coll., Stockton, Calif.
PUB DATE- Jan 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; College Athletics; College Credits; Community Colleges; Ethnic Distribution; Females; Grade Point Average; Males; Minority Groups; Sex Differences; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *San Joaquin Delta College CA
In spring 1988, a study was conducted of students who participated in college athletics at San Joaquin Delta College (SJDC) between 1983-84 and 1987-88. Data collected on each student athlete included ethnicity, sport, place of residence, initial and current reading level, total grade point average (GPA), GPA in athletics and physical education (PE) courses, GPA excluding these courses, total units completed, and number of units completed excluding PE and athletics. Where possible, the student athletes were compared with the student population as a whole. Major findings of the study, based on information on a total of 798 male athletes and 265 female athletes, included the following: (1) Black students comprised between 12% and 17% of the athletes, but only 5% to 6% of the total student population; (2) Asian students were underrepresented among student athletes; (3) at least 80% of the student athletes came from the SJDC District; (4) 25% of the student athletes who enrolled in 1983 completed an associate degree, and 81% of them completed at least 30 units; (5) the GPA for student athletes averaged between 2.54 and 2.61 over the study period, though without PE and athletic grades their GPA dropped to 2.08 to 2.21; (6) PE and athletic units accounted for 16% to 23% of the athletes' total units; and (7) the athletes' reading assessment scores were comparable to those of SJDC students as a whole. (JMC)

ED 311 955 JC 890 458

Kangas, Jon Alan
Counselor Assessment and Student Success for Spring 1989. Research Report #78.
San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 26 Sep 89
NOTE- 24p.; For the fall 1988 report, see ED 308 902.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Records; Community Colleges; *Counseling Effectiveness; Counselor Performance; Counselor Role; Evaluation Methods; Experiential Learning; *Informal Assessment *Prerequisites; *Student Evaluation; *Student Placement; Two Year Colleges; Two Year College Students

In the San Jose/Evergreen Community College District, course and basic skills prerequisites have been established for all courses. Students with no record of completing these prerequisites cannot enroll unless they have been assessed by a counselor, have had their prerequisites verified in alternate ways, and have been granted override status for enrollment. In spring 1989, 11,307 overrides were granted based on completion of equivalent coursework, instructor evaluations, life experience, previous degrees, and other reasons. A study was conducted to compare the academic success of students who had completed all course and basic skills prerequisites with that of students who had enrolled on override status, and to determine whether experience and feedback had improved the counselors' ability to appropriately place students. Study findings included the following: (1) 69% of the students who had completed all course and basic skills requirements (N=35,676) received a grade of A, B, C, or Credit, compared to 64% of those who enrolled on override status; (2) 64% of the counselors successfully placed their students, compared with 59% of the counselors in spring 1989; (3) the greatest proportion of A and B grades was achieved by students with existing transcripts (58%), students with previous degrees (44%), and life exierience (41%); and (4) students who insisted on taking a course above their prerequisite level had one of the lowest success rates (49%) and the highest course withdrawal rate (33%). Study findings supported the conclusion that counselors who strictly enforce prerequisites, use a careful evaluation of relevant life experience, and rely on documented evidence of previous coursework can place students effectively. (VVC)

ED 311 969 JC 890 474

Hoffman, Margaret G.
;Measuring the Effectiveness of Business Training: A Follow-Up Study.
Orange County Community Coll., Middletown, NY.
PUB DATE- Nov 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Community Colleges; Followup Studies; *Inservice Education; Labor Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Business Relationship; Two Year Colleges
In 1989, a study was conducted at Orange County Community College to measure the effectiveness of business training provided by the college's Institute for Business, Industry, and Government (IBIG). Between September 1988 and February 1989, IBIG offered 27 business training programs and 6 customized firm-specific programs. In May 1989, 80 participants in the business training programs were surveyed regarding the effects of the IBIG training on their careers, job attitudes, skill levels, and supervisor recognition of the benefits of their training. In addition, all 6 employers who contracted for training were surveyed regarding program outcomes. Study findings, based on responses from 59% of the business education participants and 100% of the employers, included the following: (1) 66% of the employees reported increases in their skill levels, 51% reported increased job satisfaction, and 17% reported changes in their careers or positions; (2) 81% indicated that their supervisor/employer recognized the benefits of their training; (3) 72% of the participants had had no subsequent training; (4) 12 participants indicated that computer courses would help them meet their career goals, and 5 were interested in programs to develop supervisory/management skills; (5) all of the employers felt that course objectives, such as improvement of communication between employees and customers and between supervisors and supervisees, were still being met 3 to 8 months after the termination of the training; (6) four of the six employers had not experienced any turnover among employees who had participated in the program, and two experienced normal turnover; and (7) five of the six companies had provided additional training for their employees, and five expressed an interest in future IBIG programs. The survey instruments are appended. (JMC)

ED 311 669 EC 221 085

Lowitzer, Arthur C.
Family Demographics, Family Functioning, and Parent Involvement.
Utah State Univ., Logan. Early Intervention Research Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). For related document, see EC 221 084.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Delivery Systems; Demography; *Disabilities; *Early Childhood Education; *Early Intervention; Emotional Adjustment *Family Attitudes; *Family Characteristics; Program Effectiveness; *Socioeconomic Influences; Stress Variables
The nation-wide study assessed the effectiveness of the various delivery systems providing early intervention services to handicapped young children. The Battelle Developmental Inventory was the primary measure of child development. A series of parent measures were used and demographic information was also collected. Data from project sites including approximately 580 parents were analyzed, examining the relationship between family demographics, family functioning, and teacher ratings of parental involvement in their children's education programs. Families from low socio-economic status groups were rated by teachers as less involved with their children's programs than parents from higher income groups. Furthermore, these low income families had fewer resources and sources of support available to them. Data were interpreted to suggest that expected levels of parental involvement should take into consideration the family's economic, social, and educational resources, and that service providers will need to somehow address these areas when significant needs are evident. (Author/DB)

ED 311 836 HE 022 937

Solomon, Lewis C.; Young, Betty J.
The Foreign Student Factor. Impact on American Higher Education. IIE Research Series Number 12.
Institute of International Education, New York, N.Y.
PUB DATE- 87
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($4.00).
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; College Choice; Degrees (Academic); Educational Demand; *Educational Economics; Educational Supply; Enrollment Trends; Foreign Countries; *Foreign Students; Higher Education; *Student Characteristics
Information is provided on issues related to the presence of international students in U.S. institutions of higher education, focusing on the general characteristics, goals, and attitudes of the foreign students in relation to those of their American counterparts. Five sections include: (1) general characteristics (gender, age, marital status, family background, and personal goals); (2) selection of institutions (quality considerations, recommendations of others, and financial considerations); enrollments (undergraduates, graduate students, full-time and part-time students, and college age population (3) enrollments (opening fall enrollment and full-time equivalent counts by type of institution); (4) quality of student and institutional quality (student qualifications and degrees awarded by institutions of varying selectivity); and (5) students' aspirations and types of degrees (life and career goals, school goals, and types of degrees by level). Overall, foreign students are a small factor in American higher education. They are more similar to, than different from, American students in many respects. The tuition they pay in public institutions more closely reflects actual costs than what is paid by domestic students, and they often fill empty seats not sought by Americans. The impact of foreign students on American higher education is minute (in 1982, 22,631 bachelor's degrees went to foreign students and 924,246 went to citizens). The data reviewed gives little reason not to welcome foreign students to American institutions of higher education. Tables are included. Contains 8 references. (SM)

ED 311 851 IR 013 970

Schlenker, Richard M.
Exercising AppleWorks V2.0 Data Base Print Options with the Apple IIgs Computer. First Edition.
PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Printers; *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIgs; *AppleWorks; *Report Format
This is a step-by-step guide to using the AppleWorks software on the Apple IIGS computer to print AppleWorks database files in two types of formats--labels and tables. Steps covered for printing labels include naming the report, arranging or sorting, deleting a category, inserting a category, printing the category name and entry, selecting records, selecting printer options, and printing the report. For printing tables the steps covered include naming the report, altering category widths, arranging categories, deleting categories, inserting a previously deleted category, selecting records, selecting printer options, and printing. Sixty-four sample screen displays illustrate the steps and examples of the printed reports are included. (MES)

ED 311 884 IR 014 006

Hodes, Carol L.
Communication Skills: A Bonus for Engineers.
PUB DATE- 86
NOTE- 6p.; Paper presented at an Informal Seminar at the Applied Research Laboratory (Spring and Fall 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Engineering Education; Engineers; Group Activities; Higher Education; Instructional Design; *Professional Development; *Teamwork; Undergraduate Students; *Writing Instruction

For many engineers, writing skills have proven to be almost as important as technical background. Many prominent engineers have found that writing often consumes one-fourth of their time; they are expected to submit reports and proposals and give presentations. Many engineering schools now require either additional writing courses or integrate writing skills into existing courses. The Accrediting Board for Engineering and Technology (ABET) has issued guidelines to guarantee that engineering schools deal with such a curriculum deficiency. This is commendable and greatly needed, but it is only a first step. Job-related writing requires different skills than student writing. While student papers usually have single authorship, job-related writing is often collaborative, having multiple authors. Devoting more of the engineering curriculum to writing is not the complete solution. Collaborative teamwork is also vital, and undergraduate courses should reflect the engineering profession and give students a professional orientation. College and university faculty can encourage collaborative writing skills by requiring papers and projects resulting from a cooperative effort. In addition, employers can provide continuing education opportunities and additional training to encourage the technical professional. Strengthening the engineer's communication skills not only ensures quality, accuracy, and upward mobility, but also protects the reputation of the engineering profession. (12 references) (GL)

ED 311 899 IR 052 889

BIS Handbook. An Organizational Manual & Directory with Revisions.
Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.
PUB DATE- 89
NOTE- 33p.; Prepared by the Communication Committee of the Bibliographic Instruction Section of the Association of College and Research Libraries. For the 1987 edition, see ED 291 400.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrative Organization; Committees; Group Membership *Library Associations; Library Instruction; Programs; Publications; Records (Forms)
IDENTIFIERS- *ACRL Bibliographic Instruction Section; Association of College and Research Libraries; Bylaws

Since its founding in 1978, the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries (ACRL) has published an annual guide that serves as the organizational handbook and directory of BIS officers and committee members. This directory opens with a capsule history of the origins and early years of BIS written by Miriam Dudley of the University of California at Los Angeles. This contribution describes the functions, programs, interests and various committees of BIS. A description of the organizational structure includes an organizational chart, beginning with the American Library Association and branching out to the 5 standing committees and 10 ad hoc committees; discusses the relationship of BIS to ACRL; and mentions other bibliographic instruction committees within the American Library Association (ALA). Information is also provided on BIS bylaws and procedures, required meetings, and responsibilities of BIS officers and committees. A description of BIS activities and resources includes lists of chairpeople and recipients of the Miriam Dudley Librarian of the Year Award, as well as an annotated list of BIS annual meeting programs from 1978 through 1988 and a selected bibliography of publications. Descriptions of each of the standing and ad hoc committees, together with names of key contacts, conclude the directory. A committee volunteer form and a BIS change of address form are appended. (SD)

ED 311 914 IR 052 906

Holley, Edward G.; Kenan, William Rand, Jr.
Rethinking the Library in the Information Age: What Role for Research? Summary of a Conference/Workshop on Building a Library Research Infrastructure (October 31-November 1, 1988) .
PUB DATE- Jun 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Conferences; Discussion Groups; Higher Education; *Information Science; Information Scientists; Librarians; Library Associations; *Library Research; *Library Science; *Research Libraries; *Research Needs
The question "What is the role for research in library and information science?" lies at the heart of an ongoing project sponsored by the Office of Library Programs in the U.S. Department of Education. The project, which was begun in 1986-87, is designed to identify researchable issues that could help libraries attain or maintain a leadership position in the information society. This brief report summarizes the conclusions of a 2-day conference/workshop where reports covering the following topics were reviewed and discussed: (1) creating a model for research in library/information science research using the long-standing research university model as a prototype; (2) creating a think tank to act as an independent applied research organization (e.g. a library/information science Brookings Institute); (3) creating research-library-based infrastructures (e.g., research institutes and programs for visiting scholars, cooperative research grants, and research training); and (4) creating better mechanisms within professional associations to encourage and promote research. The conference was led by Robert M. Hayes, Dean of the UCLA (University of California at Los Angeles) Graduate School of Library and Information Science, and the 29 participants included young researchers and practitioners, supportive federal officials, and contributors to both the professional and research literature of library/information science. (SD)

ED 311 653 EC 221 062

Children with Special Health Needs. A Resource Guide.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Mar 89
AVAILABLE FROM- National Maternal and Child Health Clearinghouse, 38th and R Streets, N.W., Washington, DC 20057 (free).
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Advocacy; *Child Rearing; *Information Sources; Private Agencies; Social Support Groups; *Special Health Problems; Voluntary Agencies
IDENTIFIERS- *Child Health

This resource guide provides an annotated list of publications on parenting and caring for children with special health needs, along with a list of organizations that can provide additional information. The list of publications includes 21 books, reports, bibliographies, directories, and periodicals produced between 1982 and 1988. Bibliographic information is provided as well as annotations and availability information. The list of organizations offers names, addresses, telephone numbers, and brief descriptive information for 19 groups, including parent support groups, professional organizations, research and service organizations, information services, advocacy groups, and coalitions. (JDD)

ED 311 684 EC 221 252

Patton, Patricia L.; And Others
Como Trabajar y Vivir en la Realidad: Pasos Basicos Para Jovenes con Incapacidades, sus Padres y sus Profesores (How to Work and Live in the Real World: Basic Steps for Youth with Handicaps and Their Parents and Teachers).
San Diego State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 89
NOTE- 39p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989). A product of Project WORK. For the English version of this document, see EC 212 251.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Translations (170)
DESCRIPTORS- Cultural Differences; *Daily Living Skills; *Disabilities; *Education Work Relationship; High Schools; *Spanish Speaking; *Transitional Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- California
This Spanish version of "How to Work and Live in the Real World: Basic Steps for Youth with Handicaps and Their Parents and Teachers" is for young people with handicaps who are getting ready to graduate from high school and begin working and living in the adult world. The booklet places a special focus on individuals with cultural differences. It explains the services of various agencies providing adult vocational and independent living programs, such as vocational rehabilitation, social security, and developmental disabilities agencies. Descriptions of many of these specific agencies are provided, following advice on completing preliminary, essential tasks of adult living. Specific sections of the booklet cover how to: obtain a birth certificate, apply for a social security card, obtain a California identification card, obtain a work permit, obtain a vocational program at school, include an individualized transition plan in the Individualized Education Program, obtain a bus pass, learn about bus schedules and bus routes, obtain a driver's license, get help from adult agencies, get a job, keep a job, and get help if the student is not English speaking. (JDD)

ED 311 778 HE 022 817

Wells, Robert N.
A Survey of American Indian Students.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Access to Education; *American Indians; College Curriculum; College Faculty; College Preparation; College Programs; Counseling; Equal Education; Failure; Federal Aid; Financial Problems; Higher Education; Mail Surveys; Minority Groups; Program Development; Questionnaires; *School Holding Power; School Orientation; *Student Adjustment; *Student Recruitment; Success; Tutoring

A survey was conducted to obtain more reliable data on Native Americans in higher education and to ascertain the factor contributing to their success and failure in college. A questionnaire was mailed to 79 colleges and universities serving the largest percentage of Native Americans in the United States. A total of 33 valid responses were received. Findings included the following: (1) as a group, American colleges provide relatively few data for Native Americans and to not have programs aimed at breaking down specific barriers to Native American achievement; (2) retention and matriculation rates for Native American students are low; (3) although institutional support programs and pre-college intervention programs have increased, the Native American student's financial and personal or family problems continue to be roadblocks to academic success; (4) the major barriers to higher education are economic difficulties (coupled with reduced federal aid to college students), inadequate college preparation, and difficulties in adjusting to college. Tutoring programs, developmental and remedial courses, structured counseling, and pre-college orientation are recommended. The questionnaire, with tallies of responses, is appended. (KM)

ED 311 793 HE 022 842

The HIV Epidemic and Medical Education. A Report of the AAMC Committee on AIDS and the Academic Medical Center.
Association of American Medical Colleges, Washington, D. C.
PUB DATE- Feb 89
AVAILABLE FROM- Association of American Medical Colleges, Publication Orders, Suite 200, One Dupont Circle, N.W., Washington, DC 20036 ($12.50 prepaid).
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Allied Health Occupations Education; Codes of Ethics; Communicable Diseases; *Graduate Medical Education; Higher Education; Medical Education; *Medical Students; Medicine; Physical Health; Position Papers; Professional Education

This report examines the implications of the HIV (human immunodeficiency virus) epidemic for general professional education in medicine with a focus on the period of medical student education and the early years of residency training. Five sections are as follows: impact of the HIV epidemic on medical practice; issues for general professional education in medicine (basic values and attitudes, basic knowledge and skills, and HIV/AIDS knowledge and skills); resources needed for effective HIV/AIDS education (clinical and community resources and faculty resources); special issues (HIV/AIDS and the attractiveness of medicine as a profession, HIV/AIDS and the choice of specialty and residency program, and educational imbalances in clerkship and residency programs); and role of the Association of American Medical Colleges (AAMC). An appendix provides the AAMC statement on professional responsibility in treating AIDS patients, approved and endorsed by the AAMC Executive Council, February 25, 1988 (SM)

ED 311 822 HE 022 914

Policy Statements on Quality and Effectiveness in Undergraduate Education; Urban State Colleges and Universities; Business Activities of Colleges and Universities; Economic Development: A Major Responsibility for AASCU Institutions; Policy Statement on the Humanities; Racism and Campus Diversity; and Policy Statement on Sexual Harassment .

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- 89

AVAILABLE FROM- American Association State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.

NOTE- 26p.; Pamphlets were published 1986-89.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Development; *Educational Quality; Excellence in Education; Higher Education; Humanities; Needs Assessment; Position Papers; *Public Policy; Racial Bias; Racial Discrimination; School Business Relationship; Sexual Harassment; State Colleges; State Universities; *Undergraduate Study; Urban Universities

IDENTIFIERS- *American Association of State Colleges and Univs

Seven pamphlets by the American Association of State Colleges and Universities (AASCU) contain policy statements on the following subjects: (1) quality and effectiveness in undergraduate higher education (stressing the need for a redefinition of educational quality at the undergraduate level); (2) urban state colleges and universities (educating urban students, research and the urban area, and public service in the urban community); (3) business activities of colleges and universities (resolution adopted by the AASCU membership, policy statement and guidelines on education business activities of colleges and universities, and guidelines); (4) economic development: a major responsibility for AASCU institutions (institutional mission and economic development, AASCU institutions: a unique resource for economic development, institutional issues and concerns in economic development, faculty incentives for economic development, sources of funding economic development programs, and reasons for AASCU institutions' involvement in economic development); (5) policy statement on the humanities (AASCU members believe that such areas of human knowledge are intimately involved with applied subject matter); (6) racism and campus diversity (e.g., set standards of expected behavior for the entire campus community, create a safe and secure campus environment that discourages harassment directed toward any person or group, and assign competent personnel to monitor progress in this area); and (7) policy statement on sexual harassment (e.g., develop and disseminate a written policy prohibiting sexual harassment of students and employees). (SM)

ED 311 870 IR 013 989

Riel, Margaret M.; Levin, James A.

Learning with Interactive Media: Dynamic Support for Students and Teachers. Interactive Technology Laboratory Report #4.

California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- 8 Oct 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Assisted Testing; Computer Games; Computer Simulation; *Computer Software; Educational Innovation; *Individualized Instruction; Instructional Design; *Learning Strategies; Microcomputers; *Technology Transfer; Word Processing; Writing Instruction
IDENTIFIERS- *Dynamic Support; *Learner Control

The controversy over appropriate educational uses of computers is framed along a continuum based on the amount of support provided to the user. Software programs in which the user's role is to respond in a pre-determined structure (program controlled software) anchors one end of the continuum, while software which empowers the user to create new ways to use the computer (user control software) anchors the other end. Both positions in the controversy are too static. An alternative position is proposed: a process of educational software use in which the amount of assistance provided by the computer is systematically decreased as novices gain expertise. This principle, termed "dynamic support," applies to students learning to write and to teachers learning to incorporate computers into their classrooms. (21 references) (Author/GL)

ED 311 997 JC 890 505

Policy Statements of the American Association of Community and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 89
NOTE- 32p.; In: the American Association of Community and Junior Colleges Membership Directory, 1989, p103-132.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Affirmative Action; *Associate Degrees; College Athletics; *College Curriculum; College Role; *Community Colleges; Community Education; Developmental Studies Programs; Humanities Instruction; International Education; *Policy Formation; Position Papers; *Professional Associations; School Business Relationship; Student Evaluation; Two Year Colleges
IDENTIFIERS- *American Association of Community and Junior Colls

The policy statements presented in this collection were adopted by the American Association of Community and Junior Colleges (AACJC) between 1973 and 1987. The statements cover the following issues: (1) accreditation of associate degree granting institutions; (2) specialized programmatic accreditation; (3) access to education; (4) affirmative action; (5) the associate degree; (6) the associate degree in nursing; (7) the associate in applied science degree; (8) community education; (9) developmental education programs; (10) educational business activities of community, technical, and junior colleges; (11) the importance of humanities instruction at community colleges; (12) intercollegiate athletics; (13) international and intercultural education; (14) the American Medical Association's proposal on registered care technicians; and (15) student assessment. All position statements and resolutions adopted by the AACJC subsequent to the adoption of the original policy statements are included. Though the policy statements vary in length and detail, most include a definition of the problem or issue, recommendations for action, and specific resolutions. (JMC)

ED 311 591 EA 021 368

Sharp, William L.
The Role of the Superintendent and School Board in Collective Bargaining.
PUB DATE- Oct 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Board of Education Role; *Collective Bargaining; Elementary Secondary Education; Employment Problems; Labor Problems; National Surveys; Occupational Surveys; *Superintendents; Teacher Strikes; Unions

As teacher associations and unions have increased in number and strength, superintendents and education boards have had to devote more time to the process of negotiations. In the winter and spring of 1989, 400 questionnaires were mailed to a random national sample of school superintendents to examine the following areas dealing with negotiations between education boards and teacher organizations: (1) the board's negotiating team composition; (2) the school superintendent's role; (3) the advantages and disadvantages of board member participation in negotiations and the resulting situations; and (4) the relationship between these factors, school district size, and whether teachers have gone on strike. A total of 246 questionnaires were returned representing 46 states. The results, some of which were compared with a 1970 study that asked a few of the same questions, indicate that school district size was significant in whether board members should be on the bargaining team; the superintendent's number of years of experience was important in determining whether he or she was on the negotiating team and whether the teacher association tried to cause conflict between the negotiator and the board; and a relationship existed between strikes and whether the teachers tried to bypass the board's negotiating team. (23 references) (Author/KM)

ED 311 638 EC 221 044

Gately, Susan E.
The Effectiveness of an Alcohol and Drug Awareness Program on Emotionally Disturbed Children.
PUB DATE- Apr 89

NOTE- 28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; Behavior Disorders; Curriculum; *Drug Addiction; Elementary Secondary Education; *Emotional Disturbances; *Family Problems; *Incidence; Outcomes of Education; *Program Effectiveness

This study investigated the incidence of alcohol and/or drug abuse within families of emotionally disturbed/behaviorally disordered children, and the effectiveness of an alcohol and drug awareness curriculum for these children. Subjects were 116 children, aged 6-15, attending a residential and day treatment center. While 35.3% of the children were from families with no substance abuse reported, 52.6% of the children had an immediate family member abusive of alcohol and/or drugs, and 12.1% of the children had an extended family member abusive of alcohol and/or drugs. A training program, "Drug and Alcohol Awareness Curriculum," provided students with current, accurate alcohol and drug information, decision-making practice, and values clarification exercises. Pre-testing, post-testing, and follow-up testing was conducted to measure program effectiveness. Findings indicated significant differences between pre-test and post-test scores for the total group. A comparison of post-test scores and follow-up scores indicated no difference for children from addicted families but significantly different scores for children from families with no documented addiction, suggesting that retention of the information was greater in children from homes with drug and/or alcohol abuse. (JDD)

ED 311 701 FL 018 017

Selected Teacher Resources for Elementary and Secondary Foreign Languages. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 20p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Guides; Annotated Bibliographies; Bibliographic Records; Case Studies; Class Activities; Computer Assisted Instruction; *Curriculum Development; Elementary Education; FLES; Immersion Programs; *Instructional Materials; Lesson Plans; Models; *Program Descriptions; *Resource Units; Secondary Education; Second Language Instruction; *Teaching Methods; Textbooks

This 51-item annotated bibliography is composed of materials for teachers who are teaching foreign languages at the elementary or secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes suggestions for curriculum development, program descriptions, recommendations for effective teaching methods, textbooks, case studies about the feasibility of computer-assisted instruction, administrator guides, model programs, lesson plans, and class games and activities. (DJD)

ED 311 717 FL 018 159

Berney, Tomi D.; Lista, Carlos
Nuevos Horizontes, James Monroe High School, 1987-1988. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 30p.; For related document, see ED 298 784.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Business Education; *Computer Assisted Instruction; Computer Software; English (Second Language); Federal Programs; High Schools; *Limited English Speaking; Mainstreaming; Material Development; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Staff Development
IDENTIFIERS- Content Area Teaching; *Proyecto Nuevos Horizontes NY
Proyecto Nuevos Horizontes (Project New Horizons) at James Monroe High School (New York City) served 328 students of limited English proficiency (LEP) in grades 9-12 during the final year of a 3-year funding cycle. The project's purpose was to build on the strengths of the school's extensive computer-assisted instructional program in order to develop instructional software and provide individualized computer-assisted instruction to supplement the bilingual education program. The bilingual education program consisted of English as a Second Language (ESL), native language arts (NLA), and bilingually taught content area and business courses. Students were recent arrivals from Spanish-speaking countries. Half the students left the program within a year, and one-third stayed for 2 years. The project met its objectives in ESL, NLA, content area subjects, computer-assisted instruction, and attendance. The program did not provide data for assessing cultural heritage appreciation, staff development, or parental involvement objectives. The program's chief accomplishment was acquisition of appropriate instructional software in NLA and the content areas. Recommendations for improvement include: (1) increased contacts between bilingual and mainstream students through sponsored extracurricular activities; (2) development of ways to motivate students to rapidly enter the mainstream; and (3) gathering of data needed to evaluate all non-instructional objectives. (MSE)

ED 311 732 FL 018 176

Kresovich, Brant M.
Error Gravity: Perceptions of Native-Speaking and Non-Native Speaking Faculty in EFL.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Error Patterns; Foreign Countries; Higher Education; *Language Teachers; Native Speakers; Second Language Instruction; Surveys; *Teacher Attitudes; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Japan
A survey of teachers of composition in English as a Second Language in Japan addressed the perceptions of native-English-speaking and non-native-English-speaking teachers of the acceptability of specific error types within sentences. The native speakers of English were one British and 16 Americans. The non-native group was comprised of 26 Japanese English teachers who were from a variety of school types, including elementary schools, cram schools, junior high schools, vocational schools, language schools, and universities. All non-native speakers had had substantial experience in an English-speaking country. Results showed little difference in the error perceptions of native and non-native speakers; only 3 errors were perceived differently in 14 error categories by the two groups. The findings support earlier research conclusions that the more an error obscures meaning, the less it is tolerated. It is concluded that language teachers should take a moderate course between consistent correction and non-correction of student errors, offering support without discouraging student efforts to communicate. (MSE)

ED 311 763 HE 022 680

Porter, Beverly Fearn; Kellman, Dawn
Society Membership Profile: Employment Mobility and Career Change. AIP Report.
American Inst. of Physics, New York, N.Y.
PUB DATE- 89
AVAILABLE FROM- Education and Employment Statistics Division, American Institute of Physics, 335 East 45th Street, New York, NY 10017 (single copies free).
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; Demography; Education Work Relationship; *Employment Opportunities; Employment Patterns; Higher Education; Longitudinal Studies; *Outcomes of Education; *Physics; Salaries
Information on the influence of employment mobility and career chang on the flexibility of the physics labor force is provided, noting the past several decades have brought a dramatic roller coaster of changes to the physics community. Five sections are as follows: membership composition (demographics, professional self-identification, and location); employment (university, other academic settings, industry, national laboratories, and government); salaries (salaries and degree level, salaries and employment sector, salaries and geographic locatio for PhDs, and salaries and primary work activity); employment mobility and career change (introduction, early career change, mid-career chang retirement and late career change, and concluding remarks); and society membership comparisons and profiles. Six appendices offer information on dropping society membership, geographic divisions, and methodology, as well as statistical tables, definitions and technical notes, and questionnaire instruments and subfield list. Contains 10 references. (SM)

ED 311 808 HE 022 895

Cohen, Michael P.; Kroe, P. Elaine
National Estimates of Higher Education: School Year 1988-89. Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 14p.; Data Series DR-IPEDS-88/89-1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Comparative Analysis; *Degrees (Academic); Educational Finance; Enrollment Projections; *Enrollment Trends; Females; Full Time Students; Graduate Study; *Higher Education; Males; National Surveys; Part Time Students; Private Colleges; Public Colleges; Undergraduate Students; Womens Education
IDENTIFIERS- Integrated Postsecondary Education Data System
An "Early National Estimates" survey of higher education, part of the Integrated Postsecondary Education Data System, is reported. Estimates from the survey indicate the following: fall 1988 enrollments in colleges and universities increased almost 2.5% over fall 1987; overall degree awards remained fairly stable in academic year 1988, although awards to women increased; revenues and expenditures increased 7% and 6%, respectively, in fiscal year 1988; enrollment at U.S. institutions of higher education reached an all-time high of 12.8 million in the fall of 1988, an increase of 2.4% over 1987; enrollment increases have occurred despite steady declines since 1981 of the U.S. population of 18- to 24-year-olds, which has traditionally comprised the largest share of student enrollment; the estimated number of degrees conferred in 1988 was not significantly greater than the year before; degree awards at the master's and doctor's levels were stable between 1987 and 1988, but for first professional degrees, there were declines in awards to men and in awards at public institutions; and the current funds revenues of institutions of higher education reached an estimated $116 billion in fiscal year 1988, and current funds expenditures and transfers totalled $113 billion. Tables and a discussion of survey methodology are included. (SM)

ED 311 929 IR 052 926

Hearing on the Reauthorization of the Library Services and Construction Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session. (Kalispell, Montana, March 31, 1989).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 89

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

NOTE- 94p.; Serial No. 101-1. Small, broken print may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Literacy; Construction Programs; *Federal Aid; Federal Legislation; Hearings; Library Administration; Library Automation; *Library Facilities; Library Networks; *Library Planning; *Library Services; *Public Libraries; *Shared Library Resources; Statewide Planning

IDENTIFIERS- Congress 101st; *Library Services and Construction Act

This document records testimony given in the state of Montana before three members of the U.S. House of Representatives Subcommittee on Postsecondary Education on the reauthorization of the Library Services and Construction Act (LSCA). (The first and still the largest federal program of assistance specifically for public libraries, LSCA is designed to assist libraries in extending and improving services, to provide support for library construction and renovation, to promote sharing of resources among libraries, to improve support in services to Native Americans, and to promote library literacy efforts.) Prepared statements and transcripts of testimony are presented for the following individuals and organizations: Mary Hudspeth, Chairperson, Montana State Library Commission; Georgia Lomax, Director of the Flathead, Montana, County Library and President of the Montana Library Association; Richard Miller, Montana State Librarian; Amy Owen, Utah State Librarian; Phyllis Honka, library user from Helena, Montana (reading from braille notes); and Joe McDonald, President, Salish Kootenai College. Prepared statements, letters, and supplemental materials are included. (SD)

ED 311 984 JC 890 490

Twigg, Helen Parramore
Uses and Abuses of Adjunct Faculty in Higher Education.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at a National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Administrative Policy; College Faculty; Community Colleges; *Faculty College Relationship; Faculty Workload; Financial Needs; Full Time Faculty; *Noninstructional Responsibility; *Part Time Faculty; Personnel Management; *Personnel Policy; Teacher Morale; Teacher Responsibility; Teacher Role; *Teacher Salaries; Tenured Faculty; Two Year Colleges

The extensive use of adjunct and temporary faculty to teach basic general education courses at community colleges can be professionally harmful to both tenured and adjunct faculty. Part-time faculty are guaranteed no health insurance, raises, promotions, nor voice in the decisions that affect them. Their plight affects all faculty in many ways, including the following: (1) regular faculty have ethical obligations to help train adjuncts and to familiarize them with the curriculum, materials, and procedures of the department, thereby adding extra work to an already heavy workload with no additional pay; (2) permanent faculty are usually held responsible for the quality of education in their departments, but they have no voice in the number of classes taught by adjuncts or in their selection; (3) when adjuncts fail in their responsibilities, whether by quitting mid-semester or by doing a poor job, this failure must be absorbed by regular faculty, who must take over their course or help students "catch up" in subsequent classes; (4) there is gross injustice and outrageous hypocrisy in the pretense of professional equality when adjuncts are paid one-third of the salary of full-time professors; and (5) the widespread use of adjunct and temporary faculty severely curtails opportunities for tenured faculty, as positions vacated by natural attrition are often filled by less costly adjuncts. Thus, the present use of adjunct and temporary faculty serves only to exploit a very rare and valuable natural resource--the highly educated person who wants to teach. (JMC)

ED 311 748 HE 022 440

Effectiveness of Remedial Programs in Public Colleges and Universities, Fall 1984--Spring 1986.
New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.
PUB DATE- Dec 88
AVAILABLE FROM- Basic Skills Assessment Program, New Jersey Department of Higher Education, 20 West State St., CN 542, Trenton, NJ 08625.
NOTE- 448p.; A separate 15-page memorandum and summary, transmitting the report to the state Board of Higher Education, has been included in the front matter.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Algebra; *Basic Skills; *College Programs; *Developmental Studies Programs; Educational Assessment; Higher Education; Mathematics Skills; Program Effectiveness; Program Evaluation; *Public Colleges; *Reading Skills; *Remedial Programs; Student Placement; Writing Skills
IDENTIFIERS- *New Jersey

An evaluation is presented of the remedial programs in each of New Jersey's 32 public colleges and universities. The academic outcome of full-time students entering in fall 1984 is tracked over four semesters. This analysis combines measures of the colleges' administrative efficiency in testing and enrolling students in needed remedial courses, reviews of placement criteria, and multiple statistical indicators of remedial program effectiveness. The following topics are addressed: (1) assessment design; (2) the colleges (college profiles); (3) four-semester overview (testing, placement and course enrollment, reading, writing, computation, and elementary algebra); and (4) recommendations. Reporting guidelines and data tables for individual college programs are appended. (KM)

ED 311 852 IR 013 971

Schlenker, Richard M.
Formatting Data Disks for Use with the Apple IIe Computer.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Software; *Floppy Disks; Microcomputers
IDENTIFIERS- Apple IIe; *AppleWorks

This step-by-step guide to formatting disks using the AppleWorks software on the Apple IIe computer covers (1) loading the program; (2) formatting the disk; (3) volume naming; and (4) exiting the format options. Eleven sample screen displays illustrate the steps. (MES)

ED 311 943 JC 890 424

Raines, Max R.; And Others.
Thinking Together about the New Century in Michigan Higher Education. Project 90: A Priority Assessment from Professors of Higher Education within the Education Administration Department of the College of Education, Michigan State University, 1987-1989.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Jun 89
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; College Presidents; Community Colleges; *Educational Needs; *Educational Objectives; Higher Education; Legislators; Needs Assessment; State Departments of Education; State Surveys; State Universities; *Statewide Planning
IDENTIFIERS- *Michigan

Purpose of Michigan State University's Project 90 Priority Assessment was to extract, synthesize, and delineate a series of potential initiatives for public higher education in Michigan that reflect the key proposals of recent state and national studies. The study sought to compare the priorities of state legislators and officials with those of presidents, chief academic officers, and board chairs of Michigan community colleges and universities. In addition, the study sought to determine the major reasons for the selection of the top priorities and anticipated problems associated with them. Several groups were asked to assign priority to 21 initiatives, including 87 presidents, academic officers, and board chairs from community colleges; 43 members of those groups from universities; 100 members of the State House of Representatives; 48 members of the State Senate; and 11 staff members from the Department of Public Instruction. Study findings, based on responses from 55% of the community college group, 58% of the university group, 18% of the legislators, and 100% of the state officials, included the following: (1) for most of the groups, the highest priority was assigned to financial stability, followed by college preparation, job training, general education, faculty excellence, and undergraduate education; (2) the lowest priority was assigned to affirmative action, collaborative planning, statewide networking, and student life; and (3) community college and State Department of Education respondents assigned financial stability the "highest" priority, while university respondents assigned this item "very high" priority and legislators assigned it "low" priority. The survey instrument is included. (AYC)

ED 311 956 JC 890 459

Clough, Carol E.
Development of Faculty Senate Bylaws at a California Community College.
PUB DATE- Feb 89
NOTE- 71p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analyses/State-of-the-Art Materials (070)
Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrative Organization; Collective Bargaining; *College Governing Councils; Community Colleges; *Faculty College Relationship; *Governance; *Policy Formation; Two Year Colleges
IDENTIFIERS- *Bylaws; *Chabot College CA
In 1985, the faculty of Chabot College in California decided to revise the constitution and develop by-laws for the Faculty Senate on the grounds that the present operating rules were inadequate to help promote the Faculty Senate as an effective group within the governance structure of the college. A study was conducted to review the operating procedures and by-laws of effective faculty senates in the California Bay Area region and revise the existing operating rules of Chabot's faculty senate into by-laws. A literature review was conducted to identify factors that afect an organization's rules, explore the types of structures used by voluntary organizations, and examine existing constitutions, by-laws and other procedures. Other faculty senates were asked to send copies of their documents. An ad hoc committee studied the gathered information and submitted recommendations to the senate. Sections of the draft document were returned to committee for additional work. A year after the appointment of the committee, the operating rules were reviewed and guidelines were added, but the concept of by-laws was not accepted. The report on the process includes a review of the literature, the senate's 1985 and 1988 operating rules, the proposed by-laws, the 1987 constitution, a list of the articles in the constitution that were revised, and 78 references. (AYC)

ED 311 607 EA 021 430

Paulu, Nancy
Improving Schools and Empowering Parents: Choice in American Education
A Report Based on the White House Workshop on Choice in Education.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00386-4; $3.00).
NOTE- 54p.; Foreword by U.S. Secretary of Education, Lauro F. Cavazos.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Admission (School); *Educational Improvement; *Educational Innovation; Elementary Secondary Education Free Choice Transfer Programs; *Nontraditional Education; *School Choice; Selection
IDENTIFIERS- *White House Workshop on Choice in Education
American schools, despite recent education reform measures, still fail to provide many of our nation's children with the education that they need and deserve. In conjunction with the other changes, programs of choice can play a central and critical role in improving America's schools. This booklet, divided into two sections, reports on the proceedings at the White House Workshop on Choice in Education on January 10, 1989. The workshop, held in Washington, D.C., was hosted jointly by the White House and the United States Department of Education. The report outlines the benefits--discussed by educators, policymakers, and student--that can be won when programs of choice are carefully planned, developed, and monitored. Section 1 provides the reasons for conducting a workshop on choice, introduces the two dominant themes that emerged during the workshop, and details eight programs of choice already in operation around the nation. Section 2 explores the benefits of school choice through an examination of the themes of school improvement and parental empowerment discussed during the workshop. At the conclusion of this document are remarks by President Ronald Reagan, President-elect George Bush, United States Secretary of Education Lauro F. Cavazos, Minnesota Governor Rudy Perpich, and Wisconsin Governor Thommy G. Thompson. (24 references) (KM)

ED 311 622 EC 221 028

Bennett, Teresa C.
Critical Variables in Training Early Childhood Special Educators.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; *Curriculum Design; *Disabilities; *Early Childhood Education; *Inservice Teacher Education; Postsecondary Education; *Special Education Teachers; Staff Development; Teaching Methods; Training
This paper attempts to identify critical variables for designing training programs in early childhood special education. A literature review is presented on training and the adult learner. Important characteristics of training are identified, such as the course design, sequence, content, and adult learning strategies used. Other significant factors include the educational level, self-concept, personal commitment to growth, and cognitive flexibility of the trainees. Size of group, location, duration, and scheduling were not found to significantly influence training. Research on the adult learner has identified assumptions that differentiate adults and children as learners, focusing on self-concept, time perspective, readiness to learn, previous experiences, etc. Training methods found to be useful with adult learners include checklist training, feedback, micro-teaching, mentoring, coaching, demonstration, modeling, observation, practice, and video-audio feedback. Figures include a flowchart depicting the relationship between training and other important variables; a summary of the highlights of research on staff development; examples of training methods; a list of critical variables in training; and the relationship between the training event, the mediating variables, and training effectiveness. (JDD)

ED 311 654 EC 221 063

Resource Inventories.
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Educational Technology; Elementary Secondary Education; *Human Services; *Information Sources; Preschool Education; Private Agencies; Public Agencies; *Rehabilitation; *Special Education

The series of "Resource Inventories" is designed to encourage wider use of available information and services in the field of special education technology. A resource inventory is provided for each of 46 states of the United States. Each inventory includes directory information on public and private agencies and organizations that offer technology-related services. Resource information is organized into seven service areas: state agencies, special education resources, rehabilitation/vocational resources, organizations/affiliates, community-based resources, medical/hospital resources, and special projects/centers. A system of codes identifies the type of service provided (such as direct service, assessment, information, training, product evaluation, assistive devices, or technical assistance); the audience served (i.e., parents, educators, or rehabilitation personnel); and the areas of disability/handicap served. Following the state inventories are three special listings of rehabilitation engineering centers, national special education alliances, and national information service providers. (JDD)

ED 311 670 EC 221 086

Heiman, Brenda; And Others
Public Domain Software in Special Education. No Cheaper Software Anywhere!
PUB DATE- Dec 88
NOTE- 26p.; Paper presented at the National Conference on Special Education and Technology (Reno, NV, December 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; *Courseware; *Disabilities; Elementary Secondary Education; *Instructional Materials
IDENTIFIERS- *Public Domain Software
The paper demonstrates how school districts can have a low cost software library for instruction by utilizing public domain software. Such software can be used to augment the curriculum and to meet the individual needs of special education students. Specific examples of how one school district has used public domain software in computer-assisted instruction are described. An introductory section explains what public domain and user supported software are. Selection criteria are offered to aid in the selection of software for classroom uses or for a specific student. Applications in specific curricular areas are considered including examples of how such software has been integrated into science, mathematics, social studies, reading, language arts, problem solving, and fine arts curricular areas. Finally, examples of the use of public domain software in instructional support are given including instructional management, electronic bulletin boards, word processing, and programming. Specific sections cover such topics as: "Copying Apple Public Domain Disks"; "Getting Apple Public Domain Software to Run"; "Getting IBM Public Domain Software to Work"; "Public Domain Vendors"; and "Computer Resources for Teachers." Also included is the script for a slide show presentation. (DB)

ED 311 970 JC 890 475

Scull, Sharon D.
AB 1725: Human Resources Development Plan for the Period February 1-June 30, 1989, and Staff Development Plan, 1989-90.
Glendale Community Coll., CA.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; *Faculty Development Human Resources; Inservice Teacher Education; Needs Assessment; Professional Development; Questionnaires; School Surveys; *Staff Development; Two Year Colleges

Both of the reports contained in this document provide information on Glendale Community College's (GCC's) staff development plan, including information on ongoing efforts and special intensified programs supported by Assembly Bill (AB) 1725 funding. The first report reviews the college's plans to use AB 1725 to supplement ongoing efforts to respond to the changing professional needs of instructional, administrative, and classified employees. The report explains that while GCC already offers in-service activities focusing on instruction, research, publication, team building, strategic planning, governance, campus operations, and outreach programs, the AB 1725 monies enhance these activities through the funding of consultants, lectures, conferences, seminars, and retreats. The report also describes the methods and results of a November 1988 staff development survey, which pointed to the need for: (1) instructor training across the curriculum for teaching oral and written communication skills to students with limited English skills; (2) instructor training for teaching critical thinking skills across the curriculum; (3) increased conference attendance to obtain new ideas for classroom use; (4) training in public relations; (5) overall awareness of cultural diversity; (6) in-service training for evening and off-site adjunct faculty; (7) computer literacy; (8) advanced technological training; (9) affirmative action training; and (10) wellness programs. Finally, the report presents the schedule of activities developed in response to identified needs. The needs assessment survey instrument is appended. The second report, "Staff Development Program, 1989-90" examines the scope of the program; discusses the role of the staff development officer and advisory subcommittee; and lists lectures, courses, in-service credit opportunities, grants, outreach programs, retreats, seminars, conferences, and tuition support options. Appendixes include application forms and additional details on particular events. (VVC)

ED 311 592 EA 021 369

Peach, Larry E.; Reddick, Thomas L.
A Study of Administrators' and Teachers' Views Concerning AIDS and Related Issues.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrative Policy; Administrative Principles; *Administrator Attitudes; Communicable Diseases; Disease Control; Elementary Secondary Education; *Teacher Attitudes
IDENTIFIERS- *Tennessee
The reality of acquired immune deficiency syndrome (AIDS) and AIDS-related diseases is a matter of great concern to school personnel Because no evidence that AIDS is spread through casual contact exists, most authorities assert that school and daycare situations do not pose a threat for transmission of the disease. To determine the views of school administrators and teachers concerning AIDS and the related issues that affect the operation and management of public schools and to provide a basis for organizational planning, staff develop activities, and community related programs, questionnaires were mailed to 100 building level administrators and 100 teachers employed in rura mid-Tennessee public schools. The results indicate that both administrators and teachers: (1) felt uncomfortable with their current level of AIDS knowledge; (2) thought that students and personnel would be at risk with AIDS-infected persons in schools; and (3) objected to AIDS-diagnosed personnel or students attending school. Accurate, research-based, and medically documented information is recommended to help dispel myths and to resolve the misunderstandings about AIDS. Elementary school health education classes are the logical place to introduce study about this serious health problem. (20 references) (KM

ED 311 685 EC 221 253

Jones, Sheila Dove; Stegelin, Dolores A.
Ohio Preschool Special Education Interagency Collaboration Grant. Final Report: Year One.
Cincinnati Univ., OH. Dept. of Early Childhood/Special Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Early Childhood Section.
PUB DATE- Oct 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; *Coordination; Delivery Systems; *Disabilities; *Educational Cooperation; Inservice Teacher Education; *Institutional Cooperation; Needs Assessment; Preschool Education; State Surveys
IDENTIFIERS- *Ohio

The primary goal of this grant project was to develop a resource manual on interagency collaboration training for preschool personnel responsible for providing early childhood special education programs in Ohio. The project's first year activities included a literature review and a statewide survey upon which to base the manual. The literature review identified definitions and goals of collaboration, characteristics of interagency collaboration, forces behind collaborative efforts, group dynamics and processes, restraining forces in collaboration, and problems with interagency agreements and their solutions. The literature review led to development of a survey of Ohio service providers of the 3-to-5-year-old early childhood special education population. A total of 1,075 surveys were mailed; 300 were returned, representing a 28% return rate. Data analysis assessed current status of preschool interagency collaboration in four groups of respondents: total group; respondents reporting successful collaboration; respondents from public schools with Preschool Incentive Grants and State Foundation programs; and respondents who had received Ohio Curriculum Training. The one factor identified as most helpful in preschool interagency collaboration was networking with other persons or agencies, followed by having a common goal/child-family focus, and receiving support services from technical assistance programs. Respondents were also asked to indicate essential factors for collaboration, inhibiting factors in collaboration, inter/intra-agency communication strategies, strategies for conflict resolution, and training needs. A list of 34 references is included. (JDD)

ED 311 733 FL 018 177

McGroarty, Mary E.
The "Good Learner" of English in Two Settings.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult Learning; Chinese; Comparative Analysis; *Educational Environment; *English (Second Language); Extension Education; Higher Education; Japanese; *Learning Strategies; Second Language Learning; Spanish Speaking; *Student Attitudes; Uncommonly Taught Languages
The results of two studies describing the strategies and attitudes of adult learners of English as a Second Language (ESL) are reported. The first study compared two groups of high/intermediate students (n=94) taking ESL in two settings, a traditional university and community extension classes. The second study examined intermediate and advanced students (n=177) in a large adult school, and included a comparison of students from three native language groups (Chinese, Japanese, and Spanish). Certain strategies, such as "saying answers to oneself," "using English at a job," "getting the gist before looking up new words," and "guessing meanings from actions or context" were positively related to achievement. Some interaction behaviors such as "starting conversations simply to practice English" or "relying on gestures to clarify meaning" showed negative associations with achievement. In the first study, positive attitudes toward second language learning in general and positive attitudes toward experiences in the ESL classroom were significantly related to achievement. In the second study, the only attitudinal factor associated with achievement represented an instrumental motivation for the study of English for occupational or professional purposes. The implications of these results for the teaching and learning of ESL are discussed. (Author/MSE)

ED 311 764 HE 022 686

Evans-Layng, Michael
Here Come the Judges. The Assessment Movement and Its Potential Impact on UCSD.
California Univ., San Diego.
PUB DATE- Mar 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Educational Assessment; Educational Planning; Educational Quality; Excellence in Education; Higher Education; *Outcomes of Education; Public Policy; State Action; State Universities
IDENTIFIERS- *University of California San Diego
Developments in the assessment movement are summarized, with educational guesses made about the impact these developments could have at the University of California at San Diego (UCSD). Information is presented as follows: national concerns; national and federal developments; western regional developments: assessment and accreditation; developments at the state level; master plan review; supplementary budget language; Assembly Concurrent Resolution (ACR) 141 Assembly Bill (AB) 2016; assessment and the University of California; assessment at UCSD; and summary and recommendations. Some of the facts are: upward of 20 states have mandated assessment programs for their public higher education systems; California's legislators and policymakers are cautiously beginning to pay more attention to assessment; and currently, UCSD neither requires the systematic peer review of faculty classroom performance nor engages in value-added assessment. Conclusions and recommendations include: insofar as it improves its assessment infrastructure, UCSD would benefit even if the state ultimately decided to forgo insisting on more extensive assessment; UCSD may wish to wait and see what happens or consider discussing how to make more systematic use of the information it already collects about outcomes and instructor performance; and it is likely the state will mandate outcomes assessment, and it may eventually require that evaluation of instruction play a larger role in hiring and promotion. Contains 27 references. (SM)

ED 311 779 HE 022 819

Smith, Harold A.
Postsecondary Faculty: Life and Work in the People's Republic of China.
PUB DATE- Jun 89
NOTE- 19p.; Paper presented at the World Congress of Comparative Education (7th, Montreal, Canada, June 26-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; Cultural Differences; Cultural Influences; *Faculty Workload; Foreign Countries; Higher Education; Postsecondary Education; Teacher Employment Benefits; Teacher Evaluation; Teacher Promotion; *Teacher Salaries; *Teaching Conditions
IDENTIFIERS- *China

Current working conditions of postsecondary faculty in the People's Republic of China are described, with a focus on what has changed since 1976 and the end of the Cultural Revolution. Based on field work in China and on personal correspondence with Chinese faculty members between 1984 and 1989, a broad overview is presented of college and university teaching staff. Specific topics such as workplace, workload, salary, benefits, and evaluation for promotion are discussed. Particular attention is paid to the changes occurring in Chinese society and its educational system that affect faculty members. Contains 39 footnotes. (KM)

ED 311 794 HE 022 843

Gaylord, Thomas A.; Rogers, Brian
Restructuring the University of Alaska Statewide System of Higher Education.
PUB DATE- 88
NOTE- 18p.; Paper presented at the Annual International Conference of the Society for College and University Planning (23rd, Toronto, Ontario, Canada, July 31-August 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Colleges; Economic Change; Economic Factors; *Educational Change; *Educational Economics; Finance Reform; *Financial Problems; *Higher Education; Institutional Survival; *Mergers; Money Management; Public Colleges; *School Closing; State Aid; Statewide Planning
IDENTIFIERS- *Alaska
The radical restructuring of Alaska's public higher education system brought on by the state's 1986 economic collapse is discussed. The plan called for a merger of 11 community colleges with three universities into three multi-campus institutions. It realigned statewide programs in vocational technical education, fisheries and ocean sciences, international business, and rural higher education delivery. It called for the merger of a unionized community college teaching faculty with a non-unionized university faculty. The plan anticipated termination of 100 administrators and a 5% cut in system costs without significant impact on program delivery. The plan was controversial, but 2 years later, the restructuring is nearly done. Factors leading to restructuring, the restructuring decision-making process, the restructuring process, and results are discussed. Despite the most dramatic general funding reduction to an entire state public higher education system since World War II, the actions taken avoided closing entire institutions, maintained course and program offerings, and allowed the University of Alaska System to avoid the long term negative effects of exigency or significant academic program elimination. Some of the reasons this experience was different from that in other states are: the Board of Regents and President did not bow to the intense opposition to the plan, believing that no acceptable alternative existed; and the focus on restructuring was on maintenance of local program delivery with elimination of local administration rather than closure of remote or small campuses. Charts are included. Contains 43 references. (SM)

ED 311 809 HE 022 897

Ellis, Susanne D.; Mulvey, Patrick J.
Employment Survey 1987. AIP Report.
American Inst. of Physics, New York, N.Y.
PUB DATE- Dec 88
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street, New York, NY 10017-3483.
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Astronomy; Career Development; Degrees (Academic); Demography; *Education Work Relationship; Employment Opportunities; *Employment Patterns; *Employment Statistics; Higher Education; Labor Market; National Surveys; Occupational Mobility; Occupational Surveys; Outcomes of Education; *Physics; Relevance (Education); Science Curriculum

Information from a 1987 survey of employment statistics by the American Institute of Physics is presented. This annual survey reports how new physicists and astronomers accomplish their transitions from student to employee and how they evaluate that transfer in retrospect. The 11 tables look at the following: changes in occupational status of physics degree recipients between the summer of 1987 and the following winter; changes in occupational status of astronomy degree recipients between the summer of 1987 and the following winter; occupational status of experimental and theoretical physicists by type of dissertation research, 1986-87; characteristics of postdoctoral and full-time employed physics and astronomy doctorate recipients, 1986-87; subfield mobility of new doctoral level physicists, 1986-87; employment with potential permanence accepted by 1986-87 doctorate recipients; characteristics of 1986-87 physics masters related to the type of employment secured; characteristics of 1986-87 physics bachelors related to the type of employment secured; selected characteristics of physics bachelors that affect their employment, 1987; median monthly salaries paid by civilian employers to physics bachelors, 1987; and time spent by 1986-87 astronomy graduates in securing employment. Two figures show time spent by 1986-87 physics degree recipients in securing employment and changes in the type of employment accepted by new physicists in the United States, in 1977, 1982, and 1987. (SM)

ED 311 823 HE 022 915

Educational and Employment Opportunity for Blacks and Hispanics: Strategies for New England. The Results of a Regional Working Conference on Equity and Pluralism (Newport, Rhode Island, April 4-5, 1989).
New England Board of Higher Education, Boston, MA.
PUB DATE- 5 Apr 89
NOTE- 30p.; For the related report, see HE 022 916.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Access to Education; *Blacks; Change Strategies; Community Colleges; Competition; *Cultural Pluralism; Degrees (Academic); *Equal Education; *Equal Opportunities (Jobs); Government Role; Graduate Study; Higher Education; *Hispanic Americans; Mass Media Role; Minority Groups; Racial Discrimination; Regional Planning; Undergraduate Study
IDENTIFIERS- Connecticut; Maine; Massachusetts; *New England; New Hampshire; Rhode Island; Vermont

The proceedings of a regional working conference on educational and employment equity for Blacks and Hispanics in New England is presented. The purpose of the conference was to address the nine findings and 20 recommendations set forth in a recent New England Board of Higher Education (NEBHE) report, "Equity and Pluralism," which warns that while New England is touted as the higher education capital of the world, opportunity is limited for Blacks and Hispanics hailing from New England. Panels were titled as follows: "Pluralism in the Workplace," "Supporting Educational Achievements of Blacks and Hispanics," "Creating Pluralism on Campus," "How Television, Radio, and Newspapers Can Nurture Minority Aspirations and Achievements," "Government's Role in Promoting Minority Advancement," and "Helping Community College Graduates Move on to Four Year Colleges." Two addresses were "The Competitiveness and Change in New England Business" (Badi Foster) and "Quality and Opportunity: The Unfinished Agenda" (Paul Tsongas). Plans of action for Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont are included. Three appendices are: a summary of the findings and recommendations of the NEBHE's Task Force on Black and Hispanic Student Enrollment and Retention in New England, January 1980; a list of events and papers presented at the Summit on Educational and Employment Opportunity in New England; and a list of the members of the NEBHE Task Force on Black and Hispanic Student Enrollment and Retention in New England. (SM)

ED 311 837 HE 022 938

Baldassare, Mark; Katz, Cheryl
International Exchange Off-Campus. Foreign Students and Local Communities. IIE Research Report Number 13.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Dec 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Community Attitudes; *Community Relations; Educational Environment; *Foreign Students; Global Approach; Higher Education; International Cooperation; International Educational Exchange; Student Behavior

Information is presented from a study examining the amount, type, goals, and consequences of contacts between foreign students and the residents of a local community (a college town in the Northeast). Several types of data on contacts between foreign students and townspeople were collected in a period from January to June 1986. Results indicate that international exchanges off-campus at this study site are relatively rare and are not highly significant for most foreign students and townspeople. But for those on both sides that do take place, the experiences are mostly positive and serve many useful functions. Findings include the following: fewer than one in three foreign students surveyed knew "a lot" or "some" town residents by name, although 85% perceived town residents as friendly; foreign students with town contacts were no more likely than others to have plans to remain in the United States after training was completed; and townspeople generally are unaware of the foreign student presence. Five appendices are: information used in the report; foreign student mail survey; foreign student focus groups and interviews; townspeople interviews; and staff, faculty, and U.S. student interviews. (SM)

ED 311 853 IR 013 972

Schlenker, Richard M.
Printing AppleWorks Data Base Files with the Apple IIe Computer.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Printers; *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIe; *AppleWorks; Report Formats

This step-by-step guide to printing AppleWorks database files using the Apple IIe computer covers (1) naming the report; (2) selecting a printer; and (3) printing the report for both the labels and the tables formats. Twenty-one sample screen displays which illustrate the steps and examples of the printed reports are included. (MES)

ED 311 871 IR 013 990

Cohen, Moshe; And Others
The World as Functional Learning Environment: An Intercultural Learning Network. Interactive Technology Laboratory Report #7.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- 85
NOTE- 30p.; For related documents, see IR 013 991, IR 013 995-996, and ED 303 155.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; *Cooperative Learning; *Cultural Awareness; Feasibility Studies; Foreign Countries; Higher Education; High Schools; *Intercultural Communication; Junior High Schools; Participant Observation; Pilot Projects; Problem Solving; Science Instruction; Second Language Instruction; *Simulation; Social Sciences
IDENTIFIERS- Contact Hypothesis; *Functional Learning Environments; *Intercultural Learning Network; Mexico; United States
Electronic networks provide new opportunities to create functional learning environments which allow students in many different locations to carry out joint educational activities. A set of participant observation studies was conducted in the context of a cross-cultural, cross-language network called the Intercultural Learning Network in order to evaluate the potential of this interactive medium for instruction. This network was established in the spring of 1984 with a series of pilot projects conducted between San Diego (California), Tijuana (Mexico), and Juneau (Alaska). Goals of the network are to: (1) facilitate interaction across cultural boundaries in joint problem solving in real and simulated instructional domains; (2) provide a motivating context for the development of literacy skills in local and foreign languages; (3) educate students about cultural diversity, ethnocentrism, and cultural relativism; and (4) promote the exploration of and exposure to local and foreign culture, norms of behavior, tradition, and values. Since 1984, the network has expanded to more sites around the world and into a broader range of activities, including joint social science studies, functional language learning activities, and distributed problem solving projects. Initial findings indicate that the Intercultural Learning Network is meeting its goals. (39 references) (Author/GL)

ED 311 885 IR 014 007

Stanford, Jon D.; Cook, Howard P.
A Report on the Pilot Implementation of Computer Managed Learning in a First-Year Introductory Economics Course at the Department of Economics, University of Queensland, Second Semester 1986.
PUB DATE- Nov 87
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Testing; *Computer Managed Instruction; Cost Effectiveness; Economics Education; Foreign Countries; Higher Education; Instructional Design; Instructional Effectiveness; Item Analysis; Pilot Projects; Questionnaires; Resource Allocation; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Learner Control; University of Queensland (Australia)
Computer based assessment was introduced into an introductory economics course at the University of Queensland during the second semester of 1986. Over 600 students used computer generated and graded random tests for a number of assignments. A commercial computer managed learning (CML) software package was used to administer and grade tests and to keep records, generate reports, and provide analyses of student and question bank performance. The effectiveness of the CML approach was evaluated by using evidence from responses to a student questionnaire and by the end-of-year examination. Student acceptance of CML was overwhelming, and the increase in student end-of-year grades after using the system was substantial. CML provides a powerful mechanism for addressing such issues as learning effectiveness, utilization of resources, student motivation, support to students, learner control, and cost-effectiveness. As a result of the success of the implementation of CML in 1986, a much larger scale CML operation was undertaken in 1987, involving a number of semester subjects, and more than 1,600 students taking approximately 49,000 tests throughout the year. It was concluded that the implementation of CML on a wide scale could improve student performance and staff productivity, and that setting up a CML facility can be achieved at affordable cost since the hardware requirements are relatively small. (The student questionnaire is included. Appendixes, which constitute more than one half of the report, include examples of typical module tests, student responses to the questionnaire, and examples of selected CML reports and item analysis options. 22 references) (GL)

ED 311 900 IR 052 891

Pollard, Jim
Desktop Publishing for School Use. A Critical Review of Products. A MicroSIFT Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 23p.; For tabular summaries of the reviews, see IR 052 892.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Software Reviews; Costs; *Desktop Publishing; Elementary Secondary Education; *Evaluation Criteria; Layout (Publications); *Microcomputers; Publishing Industry; *User Needs (Information)

This report evaluates 13 products described by their publishers as appropriate for desktop publishing. The products have in common the ability to combine text and graphics on a page; however, they vary greatly in capabilities and cost. Some products have a very narrow use (e.g., certificate makers and puzzle generators), and some have a very general use (e.g., drawing programs that can also format text into columns). Each product evaluated fulfills the following criteria: (1) text and graphics must be able to move freely on the page; (2) text and graphics must be able to be imported from other sources; (3) the program must be defined by the publisher as appropriate for use in schools; and (4) the product must operate on an Apple II series, a Macintosh, or an MS-DOS compatible microcomputer. It is noted that, although some products are specially packaged for schools, most are designed for business or professional use, and schools will have to make certain adjustments to those programs to fit an educational setting or specific curriculum. Presented in narrative format, the review for each product provides its price and a description of its unique characteristics; an evaluation of the ease of use which indicates its key features; a discussion of ease of learning which points out the availability of users' guides and tutorials; a summary of the system's best and worst features; and a general recommendation for appropriate applications of the product. A list of publishers' addresses and phone numbers is included. (SD)

ED 311 915 IR 052 907

Saulyan, Marilyn Hope
Recommendations for a Strategic Plan for the San Francisco Public Library, 1989-1995. Part I: Moving into the 21st Century and Part II: Background Information.
San Francisco Public Library, CA.
PUB DATE- 18 May 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Citizen Participation; Community Surveys; Library Automation; Library Collection Development; Library Facilities; *Library Networks; Library Personnel; *Library Planning; *Library Services; *Public Libraries; Urban Demography; *User Needs *(Information)*
IDENTIFIERS- *California (San Francisco)
Passage of library bonds in November 1988 provided momentum to create a new library system for San Francisco. To be successful, this endeavor demanded that the entire library program be evaluated and reassessed, and renovations to the branch libraries had to be made on a systemwide basis. Funding from the library bonds could be used only for facility construction. However, the attention paid to the library program created new interest in the library program by philanthropic individuals and corporations, and a successful resource development program would result in significant enhancement of the library's resources. The first of two parts of this report, which focuses on the conversion of the San Francisco Public Library (SFPL) from a good library to a great library system, describes the planning process and recommends a program for change. It includes information on the strategic planning process, a role selection exercise, a vision of a great urban public library system in the 21st century, planning assumptions, the mission statement and roles of both the main library and branch libraries, strategic goals, and nine strategies for change. The second part provides background information, including a history of the SFPL, the SFPL today, major issues confronting the library system, and the city's demographics. A 12-item bibliography and 11 tables are also provided. (SD)

ED 311 998 JC 890 506

Carter, Kathleen G.
Establishment of a Business Training Center and Development of Partnerships with Local High Schools and Businesses. Final Report.
Salem Community Coll., Penns Grove, N.J.
SPONS. AGENCY- American Association of Junior Colleges, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- Aug 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Community Colleges; *Cooperative Education; *Office Occupations Education; Program Evaluation; *Program Implementation; Questionnaires; *School Business Relationship; Two Year Colleges
In 1989, Salem Community College (SCC) developed a Business Training Center (BTC) to enhance and/or develop significant partnerships with high schools and business and industry. Through the Center, SCC implemented programs of study and shared services and/or externships with the DuPont Company and three local high schools. The partnership with DuPont resulted in a joint secretarial externship program, which combined a year of college study with on-the-job training at the firm. Through SCC's agreements with the high schools, students visit BTC's computer laboratory several times a semester; others attend a BTC summer course in word processing for college-bound students; and high school faculty and BTC staff are working to develop a telecommunications link between the high school and college. During the spring semester, and first and second summer sessions, 134 students and six employer groups were served in some way by the BTC, and 85% of the enrolled students satisfactorily completed all course objectives. Further evidence of the success of the project will be gathered through student and employer surveys. The bulk of the document consists of appendixes providing additional detail; they include a module use evaluation, publicity materials, a participant survey analysis, a course outline, and a list of BTC resources. (JMC)

ED 311 623 EC 221 029

Meckel, Stephen A.; And Others
Attachment Based Therapeutic Preschool Curriculum: Program for Emotionally Handicapped and Severely Emotionally Disturbed Students.
Pinellas County School Board, Clearwater, Fla.
PUB DATE- 88
NOTE- 43p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Therapy; *Emotional Disturbances; *Intervention; Mainstreaming; *Preschool Children; Preschool Education; *Program Design; Student Characteristics; *Therapeutic Environment

The Therapeutic Preschool Program serves 3- and 4-year-old children of average intelligence who are diagnosed as having emotional and/or behavioral problems. The primary goal of the program is to provide a framework for teaching the social, emotional, and cognitive skills necessary for eventually mainstreaming the children into a regular education program. A structured program is offered, incorporating a variety of therapeutic modalities such as behavior modification, individual and group therapy, and developmental play therapy. The program is staffed by a mental health therapist, an exceptional student education teacher, and an instructional aide. This curriculum guide describes the theoretical and research basis for the program, program goals and objectives, learning characteristics of children aged 3-5, the affective curriculum, a plan to prevent behavior problems, sample daily home note, active learning and the use of learning centers, use of community resources and field trips, and parent involvement. A list of approximately 60 suggested readings is appended. (JDD)

ED 311 639 EC 221 045

McIntosh, Ruth; And Others

Peer Rejection Is a Stubborn Thing: Increasing Peer Acceptance of Rejected Students with Learning Disabilities.

PUB DATE- Apr 89
NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Interpersonal Competence; Intervention; *Learning Disabilities; Outcomes of Education; *Peer Acceptance; Peer Relationship; Sex Differences; *Skill Development; *Social Isolation

The efficacy of a contextualist training model for increasing the peer acceptance of learning-disabled students through skills training and systematic opportunities for interactions with peers and teachers is evaluated. Ten peer-rejected learning-disabled subjects (seven males and three females) in grades 3 to 6 were selected to participate in the 20-week intervention. The model emphasizes teaching rejected students specific skills and strategies unknown to classmates, pairing these rejected students with high accepted non-learning-disabled peers for special training sessions, and providing opportunities for students to demonstrate and teach their new skills to others. In addition to teaching social skills, opportunities for peers and teachers to perceive the target students as desirable members of the classroom are systematically provided. Significant increases in positive nominations occurred for males following the intervention. Changes in social status classification occurred for five of the 10 subjects. Subject interviews revealed that target students' perceptions of being liked by their classmates also increased, although not significantly. Learning-disabled males were more likely to demonstrate increases in peer acceptance than females. (JDD)

ED 311 702 FL 018 018

Selected Materials for Elementary and Secondary English as a Second Language (ESL): Language Arts. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 18p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Records; *Curriculum Guides; Elementary Education; *English (Second Language); *Instructional Materials; Language Proficiency; Language Tests; Limited English Speaking; *Program Descriptions; Reading Instruction; *Resource Units; Secondary Education; Second Language Instruction; *Teaching Guides; Textbooks; Vocabulary Development; Workbooks
IDENTIFIERS- Content Area Teaching

This 45-item annotated bibliography is composed of materials for teaching English as a second language (ESL) at the elementary or secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes teaching guides, curriculum guides, textbooks workbooks, writing and reading activities, program descriptions, vocabulary development activities, and language proficiency testing materials. (DJD)

ED 311 749 HE 022 441

Howard, E. Marguerite, Ed.
Vacation Study Abroad.
Institute of International Education, New York, N.Y.
PUB DATE- 89
AVAILABLE FROM- Institute of International Education Books, 809 United Nations Plaza, New York, NY 10017 ($22.95).
NOTE- 282p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Students; Foreign Countries; Global Approach; Higher Education; International Cooperation; *International Educational Exchange; Planning; Reference Materials; *Study Abroad; *Summer Programs; Summer Schools; Tourism; Travel

A guide to summer study abroad is presented with information on how to plan rewarding summer study and travel overseas. Concise descriptions of over 1300 postsecondary study programs worldwide (in over 65 countries) sponsored by U.S. and foreign universities and institutions are included with details on program sponsor and name, location, dates, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline, and contacts. The focus is on programs worldwide and in Africa (south of the Sahara), Asia and Oceania, Europe, Middle East and North Africa, and the Western Hemisphere. Programs are arranged first by the geographical region of the world, and each region is subdivided alphabetically by country and then by city, province, area, or island. Within each city subsection, the arrangement is alphabetical by the names of the sponsoring institutions. Two appendices offer consortia and suggestions on how to read study-abroad literature. Sponsoring institutions and fields of study are indexed. (SM)

ED 311 930 IR 052 927

Libraries and Learning: Helping People Grow. Colorado State Library & Adult Education Office 1988 Annual Report.
Colorado State Dept. of Education, Denver.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Blindness; Depository Libraries; English (Second Language); Grants; Library Automation; Library Expenditures; Library Facilities; *Library Planning; *Organizational Objectives; Physical Disabilities; *Public Libraries; Reading Programs; Special Libraries; *State Libraries
IDENTIFIERS- *Colorado; Library Services and Construction Act

The Colorado State Library and Adult Education Office describe the activities and accomplishments of various library programs and services throughout the state in 1988. One-page profiles highlight each program and list contact persons and telephone numbers. Some of the profiles are accompanied by a brief feature story that takes a closer look at people involved with and affected by the programs. The programs include: (1) Colorado State Library for the Blind and Physically Handicapped ("Library Helps Patrons Gain Independence"); (2) Library Research Program ("Friends of Library Groups in Colorado"); (3) Direct Library Services and Office Administration; (4) Colorado Department of Education Resource Center ("Librarians as 'Mind Readers'"); (5) the State Publications Library ("For a Librarian, No Question Is Too Obscure"); (6) Library Services to State Institutions ("Preparing Inmates for the Job Market"); (7) Adult Basic Education; (8) Amnesty Education Program; (9) Colorado Refugee English as a Second Language ("Tutoring Refugees Teaches Culture as Well as Words"); (10) the General Educational Development (GED) Testing Program; (11) Colorado Literacy Action; (12) Library Development and Regional Systems; (13) Summer Reading Program; (14) School Library Media Programs ("Bringing the Library to the Students"); (15) Library Networking and Automation ("Interlibrary Loan Leads to Master's Degree"); (16) Public Library Development ("Attending College by Computer"); and (17) Library Services and Construction Act (LSCA) ("Libraries Mean Business in Pueblo"). Also included are a 1988 financial summary (excluding federal funds); an organizational chart; a map of the regional library systems; and a list of Office of Library and Adult Services staff. (SD)

ED 311 957 JC 890 461

Survey of 1988 Community College Graduates.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Maryland

Every two years, community college graduates throughout Maryland are surveyed in the spring following their graduation to gather information about their experiences in college and their subsequent educational and employment activities. Of the 756 students who graduated from Catonsville Community College (CCC) in 1987-88, 41% responded to the spring 1989 survey. Study findings, based on responses from CCC graduates, graduates from comparably sized community colleges in Maryland, and community college graduates statewide, included the following: (1) a larger percentage of CCC graduates were in transfer programs than at comparable colleges; (2) 11% of the graduates were still enrolled at CCC in spring 1989; (3) on their admissions applications, 26% of the graduates indicated that they came to CCC to prepare for a career, 18% to update skills, and 30% to prepare for transfer; (4) on the graduate survey, 24% indicated that preparing for job entry was their primary reason for coming to CCC, 9% said updating skills was most important to them, and 28% indicated that they had come to prepare for transfer; (5) 81% indicated that their writing skills had improved because of their attendance at CCC, almost two-thirds said that their appreciation of art, music, or literature was enhanced, and almost 75% had increased their mathematics skills; (6) 50% of the graduates had taken courses at another college since attending CCC, and 76% of those graduates rated their preparation for transfer as "very good" or "good"; and (7) 88% of the graduates were employed full or part time when surveyed, and 79% were working in a job directly or somewhat related to their major at CCC. The survey instrument and responses to open-ended questions are attached. (VVC)

ED 311 718 FL 018 160

Kirbo, Susan; Valdes, Gabriel
A New Approach to Language Arts in Bilingual Education.
PUB DATE- 89
NOTE- 11p.; In: Proceedings of the National Association of Bilinual Education Annual International Bilingual/Bicultural Education Conference (18th, Miami, FL, May 9-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Educational Strategies; Elementary Secondary Education; *English (Second Language); *Language Arts; Limited English Speaking; *Native Language Instruction; Second Language Instruction; Student Needs; *Transitional Programs
IDENTIFIERS- Florida
Literature on current methods of teaching language in bilingual education is reviewed and a new approach is suggested. It is suggested that a specialized sequence of native language courses should be offered to populations of language minority students with the same vernacular language. The approach proposed integrates bilingual education, English as a Second Language, and native language arts as a foreign language, in transitional programs. The characteristic making this program unique is the offering of the native language as a foreign language through elementary and secondary education. A significant limitation is that in order to be cost effective, such a program must serve a large population of students of the same native language group. This approach, while having been implemented to some extent, has not yet been validated. (MSE)

ED 311 854 IR 013 973

Schlenker, Richard M.
Printing AppleWorks Data Base Files with the Apple IIGS Computer Using AppleWorks V2.0. First Edition.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Printers; *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIgs; *AppleWorks
This step-by-step guide to printing AppleWorks V2.0 database files with the Apple IIGS computer covers selecting a print format, selecting a printer, and printing the report. Twenty-five sample screen displays and an example of the printed report are included to illustrate the steps. (MES)

ED 311 985 JC 890 491

The Need for a Southern Branch Campus of Ocean County College.
Ocean County Coll., Toms River, NJ. Office of Institutional Research.
PUB DATE- May 89
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Community Surveys; *Educational Facilities Planning; *Educational Needs; Employment Patterns; Enrollment Projections; Feasibility Studies; Graphs; High School Students; *Multicampus Colleges; *Needs Assessment; Population Growth; Questionnaires; *Satellite Facilities; School Demography; School Surveys; Tables (Data); Two Year Colleges

In 1989, a study was conducted at Ocean County College (OCC) to determine the feasibility of establishing a branch campus in southern Ocean County, New Jersey. Specific factors examined in the study included Ocean County's demographic characteristics (e.g., land area and dispersion, population trends, public transportation, and economic trends); elementary, secondary, and postsecondary education; the history and future of OCC; and public opinion. Conclusions about public opinion were drawn from surveys of junior and senior public high school students, business firms, and a representative sample of 384 adult residents. Major study findings included the following: (1) 33% of the junior high school students and 39% of the high school students thought that they would definitely or probably attend the proposed branch campus; (2) without the branch campus, 21% of the junior high students and 29% of the high school students thought they would attend OCC anyway; (3) approximately 84% of the high school students favored the establishment of the branch campus; (4) business firms were highly supportive of the branch campus, indicating that approximately 10 employees per firm could improve their job-related skills by taking courses at a southern Ocean County branch; and (5) the percentage of the community survey respondents who indicated that they would probably or definitely enroll in an OCC course jumped from 40% without the branch campus to 60% with the branch campus. Based on study findings, it was recommended that a branch campus of 27,000 square feet be established to accommodate an enrollment of 1,000 students, on a 40- to 50-acre site directly behind the existing Southern Regional High School. The survey instruments, curriculum outlines, and data tables showing enrollment and population projections are attached. (JMC)

ED 311 608 EA 021 468

Moles, Oliver C., Ed.
Strategies To Reduce Student Misbehavior.
Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Sep 89
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Behavioral Objectives; *Behavior Change; *Behavior Problems; *Change Strategies; Classroom Techniques; Court Litigation; Discipline; *Discipline Policy; Elementary Secondary Education; Government Publications; *Research Utilization; School Organization; *Student Behavior

Originally presented at a 1986 conference on student discipline strategies, this collection of papers represents highlights of the conference proceedings. Each paper has since been revised and updated. An introduction by Oliver C. Moles discusses the nature, extent, and academic effects of student misbehavior. In "Classroom Management Techniques," Walter Doyle argues that order is not so much determined by the teacher's reactions to misbehavior as it is conditioned by the way teachers organize the system of classroom activities and academic work. In "School Organization, Leadership, and Student Behavior," Daniel L. Duke presents a model of how key organizational elements of schools and school leadership may affect student conduct. The paper "Courts and School Discipline Policies," by Henry S. Lufler, Jr., examines the link between court decisions and changes in school discipline practices and suggests ways that current research findings can be used to enhance the legal education of school personnel. In "Developing Effective Organizations to Reduce School Disorder," Denise C. Gottfredson discusses attempts to reduce disruptive behavior by changing school practices in ways guided by research. In the final paper, "School and Classroom Discipline Programs: How Well Do They Work?," Edmund T. Emmer and Amy Aussiker examine research on four widely used discipline programs--Assertive Discipline, Teacher Effectiveness Training, Reality Therapy, and Adlerian-based approaches. An appendix contains an annotated list of federally supported research reports on school crime and student misbehavior for the period 1977-88. (MLF)

ED 311 655 EC 221 070

National Association of Protection and Advocacy Systems Annual Statistical Report, 1986 and 1987.
National Association of Protection and Advocacy Systems, Washington, DC.
PUB DATE- May 88
NOTE- 63p.; Concluding lists have small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Developmental Disabilities; *Federal Programs; Helping Relationship; *Mental Disorders
IDENTIFIERS- *Client Assistance Programs; *Protective Services

The 1986 annual statistical report provides data from 46 states and territories on protection and advocacy for persons with developmental disabilities and on client assistance programs. The 1987 report, compiling data from 55 states and territories, provides, in addition, data on protection and advocacy for persons with mental illness. The reports begin with a brief outline of the purpose, goals, and administering agency for these programs. In the program area of protection and advocacy for persons with developmental disabilities and mental illness, categories of summarized data include: (1) number of clients served; (2) demographic data of clients served; (3) client impairments; (4) client living arrangements; and (4) case problem areas. For individuals with developmental disabilities, information is also provided on clients' substantial functional limitations. Concerning the client assistance programs, information on client case loads is summarized by demographics, client impairment, and case problems. A narrative summary contains anecdotal examples of client assistance, protection, and advocacy activities. A chart reflects appropriated levels of federal funding for these programs. The reports conclude with a list of state offices for protection and advocacy and for client assistance programs. (JDD)

ED 311 671 EC 221 088

Resources for Adults with Learning Disabilities.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (free).
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; Adults; Clinical Diagnosis; Employment; Financial Support; Higher Education; *Learning Disabilities; National Organizations; Postsecondary Education; *Remedial Instruction; *Resources; Vocational Education

The resource guide begins with a brief checklist of behaviors which adults with learning disabilities may exhibit and goes on to public suggestions for assessing the problem and locating a diagnostician. It then briefly describes 17 books, pamphlets, articles, and newsletters as well as 14 organizations. Seven sources of information on basic/remedial education for adults are then given as are sources of information on postsecondary education and training including college programs, vocational, trade, and technical programs, and financial aid. Several sources of information on employment are also listed. Finally, toll-free telephone numbers of key resources and related publications available from the HEATH (Higher Education and Adult Training for People with Handicaps) Resource Center are listed. (DB)

ED 311 780 HE 022 820

Smith, Pheny Shang-Fen Zhou; Smith, Harold A.
Asian Students in North American Universities: Implications for Faculty and Staff.
PUB DATE- Jun 89
NOTE- 14p.; Paper presented at the World Congress of Comparative Education (7th, Montreal, Canada, June 26-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *College Environment; College Students; Counseling; *Cultural Differences; *Culture Conflict; *Foreign Students; Higher Education; *Student Adjustment; Student Attitudes; Student Needs; Student Problems; Values
IDENTIFIERS- *Asians
When Asian students decide to study in North American colleges or universities, they expect to experience differences in the new environment, but the actual experiences often cause conflict at such basic levels of life and study that the students need assistance from Canadian or United States faculty or staff in order to achieve the original educational goals. Some of the causes of educational, as well as personal, conflict that Asian students experience in North American colleges and universities are discussed, including: the reluctance of Asians to utilize counseling services, and their relative lack of knowledge about such services; a lack of understanding of the concept of mental health; counselors' lack of knowledge of other cultures; and differing expectations about counseling. Some strategies useful in advising or counseling Asian students are discussed, including: helping the student to understand the nature of culture; paying special attention to the client's cultural values and specific way of approaching problems; and taking a more active role in the process than with Caucasian clients. Implications of the increasing number of foreign students are also discussed. Contains 21 references. (KM)

ED 311 944 JC 890 440

Brown, Janet R.; And Others
Developmental Studies Department Special Services Project: Rockland Community College, 1987-1988.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 88
NOTE- 256p.; For prior reports, see ED 267 834-839, ED 273 343, and ED 293 569. Copyrighted journal articles have been removed from Appendix C.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling Educational Testing; *English (Second Language); *English for Academic Purposes; Faculty Development; *High Risk Students; Outcomes of Education; Performance Contracts; Program Descriptions; Program Evaluation; Questionnaires; Remedial Instruction; *Remedial Programs; Social Support Groups; Student Evaluation of Teacher Performance; Student Placement; Two Year Colleges; Two Year College Students
Descriptive and evaluative information is provided on Rockland Community College's (RCC's) Developmental Studies Department and its Special Services Project for economically and educationally disadvantaged students. Section I describes the functions of the Developmental Studies Department, which provides courses and services to help underprepared students work at college level and to complete a degree or certificate program. The department's assessment, placement, and advisement services; college skills and English-as-a-Second-Language (ESL) courses; physical facilities; and supplemental tutorial services are detailed. Section II deals with the activities and outcomes of the Special Services Project during 1987-88, and includes information on project sites, clientele, services, staff development, coordination with the Developmental Studies Department and with other college personnel, and students' evaluation of services. Section III contains a summative evaluation of RCC's college skills and ESL classes based on student progress in reading, writing, mathematics, and general language skills. Section IV provides a comparative analysis of student gains at RCC's main campus and two other learning centers. Finally, section V presents conclusions and recommendations. The greater part of the report consists of appendixes, including an explanation of RCC's Competency Assessment Policy; a tutorial manual and forms used in the Special Services Project; and an annotated bibliography of instructional materials for the project. (JMC)

ED 311 593 EA 021 370

Andrews, Carl
Inducting Principals.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
AVAILABLE FROM- Publication Sales, National Association of Elementary School Prinipals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrative Organization; Administrator Education; Annotated Bibliographies; Elementary Secondary Education; Higher Education; Instructional Leadership; Literature Reviews; *Occupational Information; Orientation; *Principals; *School Administration; School Supervision
IDENTIFIERS- *Beginning Principals
Principal induction is the process by which new school principals make the transition from theoretical to operational leadership. Many approaches to induction have been tried, ranging from simply handing over the building keys to comprehensive career development programs. To exemplify ongoing research and development in educational administration seeking to fill the gap between the idealized abstraction characteristic of principal academic preparation and the demanding reality confronted during their first years on the job, five studies are discussed in this document. First, Ron Hickey outlines the results of his survey of 34 new Kentucky principals and recommends, based on the compiled data, additional orientation in time management, communication with staff, working with parents, budgeting, and curricular instruction. Second, based on his recently completed study in the Midwest, John C. Daresh delineates the major problems confronting new principals and offers some promising recommendations. Third, Joseph W. Licata describes how a Louisiana State University project has organized a collaborative inservice training effort for 15 new principals. Fourth, Mark E. Anderson gives a comprehensive guide to the formation of strategies for successful principal induction. And fifth, Howard Sosne provides from personal experience a practical guide of "dos and don'ts" for new principals. (KM)

ED 311 703 FL 018 019

Selected Materials for Elementary and Secondary English as a Second Language: Content Areas: Health/Science, Mathematics, Music/Art/Physical Education, Social Studies/History, Vocational, and Other Content Areas. CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 38p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingual Education; Career Guidance; Citizenship Education; Computer Assisted Instruction; Curriculum Guides; Elementary Education; *English (Second Language); History Instruction; *Instructional Materials; Lesson Plans; Limited English Speaking; Program Descriptions; *Resource Units; Science Instruction; Secondary Education; Second Language Instruction; Social Studies; Teaching Guides; Vocational Education
IDENTIFIERS- *Content Area Teaching; Phrasebooks

This 81-item annotated bibliography is composed of resource materials for the teaching of English as a Second Language (ESL) in the content areas at the elementary or secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes teaching guides (for units on career guidance, science, history, citizenship education, and social studies), curriculum guides, computer assisted materials, phrasebooks, lesson plans, culture-specific materials, annotated bibliographies, and program descriptions (bilingual, ESL, and bilingual vocational programs). (DJD)

ED 311 734 FL 018 178

Valadez, Concepcion M.; And Others
Beginning To Read among Monolingual and Bilingual Children.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Cognitive Ability; Communicative Competenc (Languages); Comparative Analysis; Elementary Education; English; *Family Environment; Grade 1; Kindergarten; *Language Proficiency; Literacy; *Monolingualism; Parent Aspiration; *Parent Background; *Reading Ability; Semantics; Spanish
This study examined language and reading ability in English monolinguals, Spanish monolinguals, and two bilingual groups at the beginning of kindergarten and at the beginning of first grade. The study also compared the family background of the children on home literacy, parent education, and the parents' aspirations for their children. In addition, the children in the study were assessed for general cognitive ability. Results indicated that only the English and Spanish monolingual students differed in home background, with English monolinguals having higher levels of parental education and more traditional literacy activities in the home. In general, students did not differ in basic cognitive functioning or parental expectations. Bilingual children were better than their monolingual peers in both semantic functioning and communicative competence when tested in their dominant language. The research has implications for educational psychologists and classroom teachers. (Author/MSE)

ED 311 795 HE 022 844

Safian-Rush, Donna
Evaluation of a Six Week Professional Education Curriculum Designed To Retrain Registered Psychiatric Nurses into the Field of Psychiatric Nursing.
PUB DATE- 89
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Enrollment Trends; Federal Legislation; Health Personnel; Higher Education; *Internship Programs; Medical Education; Mental Health; *Nurses; *Nursing Education; *Psychiatric Services; Questionnaires; Recruitment; *Retraining
IDENTIFIERS- *Nursing Shortage Reduction Act 1989
During the past few years, there has been a drastic shortage of registered nurses in the field of psychiatric mental health. An evaluation conducted on an internship curriculum designed to facilitate effective nursing care in the treatment of clients who exhibit emotional problems is presented with details on a study to attract and retain nurses to employment opportunities in four Hospital Corporation of America (HCA) facilities via a 6-week internship program. Five sections are as follows: introduction; literature review (the nursing shortage, enrollments in nursing programs, need for psychiatric nurses, history of psychiatric nurses, shortage of psychiatric nurses, developmental education, and educational conceptual model); methodology; results; and discussion, implications, and recommendations. Results indicate that although all hard evidence gathered for a scientifically derived evaluation program revealed no significant differences, HCA is continuing to maintain the internship curriculum, since it serves as a powerful retention tool that is preventing a nursing shortage in HCA facilities. Four appendices are: the Nursing Shortage Reduction Act of 1987 S. 1402, text of the bill as reported; curriculum; and final exam for HCA internship nursing program. Tables and graphs are included. Contains 81 references. (SM)

ED 311 838 HE 022 939

Herr, Kay U., Comp.
Chairperson's Handbook.
Colorado State Univ., Fort Collins. Office of Instructional Services.
PUB DATE- 89
AVAILABLE FROM- Colorado State University, Office of Instructional Services, Ft. Collins, CO 80523 ($8.00).
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; *Administrator Role; *College Administration; *Department Heads; Faculty Handbooks; Higher Education; Job Performance; Job Satisfaction; Teacher Administrator Relationship
IDENTIFIERS- *Colorado State University Fort Collins

A handbook for department chairpersons Colorado State University (CSU) is designed to help the administrator save time, avoid frustration, have fewer crises, and increase job satisfaction. Information is presented as follows: a calendar to outline the sorts of things expected at various times of year; reference manuals; 10 university goals representing a continuous planning process (e.g., improve graduate and undergraduate education, disseminate knowledge beyond the campus, and improve the physical facilities and infrastructure); a chairperson's roles and duties (e.g., departmental governance, instruction, faculty and student affairs, and external communication); 5-year review process (self evaluation); accountability and outcomes assessment; diversity and retention; mentoring (with an example of a successful system to promote effective mentoring of new faculty colleagues); encouraging faculty members' research; encouraging teaching effectiveness; sexual harassment; personal professional development; personal relationship with the dean; legal questions; space questions; time management; acronyms and phrases; tips (submitted by chairpersons or gathered from workshops and presentations); important things to remember and know (e.g., 7,000-tape video library, and CSU's dedicated television channel); and a copy of a questionnaire asking for the reader's opinion of the manual. (SM)

ED 311 855 IR 013 974

Schlenker, Richard M.
Obtaining Help with AppleWorks V2.0 Data Base Files for the Apple IIGS Computer. First Edition.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIgs; *AppleWorks
This step-by-step guide to obtaining help for using AppleWorks V2.0 database files with the Apple IIgs computer covers: (1) examining the help list; (2) copying the list; (3) exiting the list; and (4) using the help list options, i.e., arranging the file, copying all or part of the file, deleting part of a file, finding a record, inserting additional records, changing the record layout, moving records, changing file names, selection rules for finding specific records, zooming in on one record, copying an entry, moving to the beginning of a file, and moving to the end of a file. Fifty sample screen displays are included to illustrate the steps. (MES)

ED 311 872 IR 013 991

Cohen, Moshe; Miyake, Naomi
A Worldwide Intercultural Network: Exploring Electronic Messaging for Instruction. Interactive Technology Laboratory Report #8.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- 85
NOTE- 33p.; For related documents, see IR 013 990, IR 013 995-996, and ED 303 155.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Games; *Computer Networks; *Cooperative Learning; *Cost Estimates; Feasibility Studies Foreign Countries; Higher Education; High Schools; Instructional Effectiveness; *Intercultural Communication; Language Skills; Science Instruction; Second Language Instruction; Simulation; Social Sciences
IDENTIFIERS- *Functional Learning Environments; *Intercultural Learning Network; Israel; Japan; United States
A worldwide international computer network, called the Intercultural Learning Network, has been developed to provide students from different cultures with opportunities to work cooperatively. Prototype activities have been developed and tested which facilitate and contextualize interactions among secondary and college students. Joint projects in language, science, and social studies are carried out using an overnight electronic network to coordinate parallel surveys and to exchange findings of joint research. Five important questions are addressed in this research: (1) Is the Intercultural Learning Network technically feasible? (2) Is it economically feasible? (3) Is it useful for instructional purposes? (4) What organizational structures are required? and (5) Can the system support multiple languages and cultures? Findings indicate that because of continuing technological advances, cross cultural activities have become economically and technically feasible. The level of technical expertise needed is reasonably accessible to any motivated teacher. The continuing costs involved are small enough to be covered as incidental expenses by many school budgets. The educational potential of the activities is promising. Some prototype activities have been developed to facilitate the initial interactions across cultures. Joint participation in such activities is a good way to encourage multilingualism and awareness of other cultures. Further research is being conducted to evaluate the long term effects of international networking on students' attitudes, knowledge, and cultural awareness. (12 references) (Author/GL)

ED 311 886 IR 014 008

Catchpole, Michael J.
Student Response to a Distance Education Course Incorporating Live Interactive Television.
PUB DATE- 88
NOTE- 29p.; Paper presented at the World Congress of the International Council for Distance Education (Oslo, Norway, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; Instructional Design; Instructional Development; Questionnaires; *Student Attitudes; Surveys; *Telecommunications; *Telecourses; Undergraduate Students
IDENTIFIERS- *Interactive Television
Questionnaires were mailed to 138 students in 55 communities in British Columbia, Alberta, and the Yukon, who had enrolled from their homes in an introductory psychology distance education course; 92 responses were received. In addition to an integrated, open learning course package in print form, students could also watch a weekly one-hour live teleclass hosted and produced by their instructor. Students had toll-free telephone access to their instructor both on the air during the live broadcasts and at his office between telecasts. The results showed students to be very positive about the addition of live, interactive telecasts to distance education offerings. Even compared to other face-to-face learning situations, 92% of respondents rated the course as "good" or "excellent." (Author/GL)

ED 311 901 IR 052 892

Pollard, Jim
Product Descriptions: Desktop Publishing for School Use. A Critical Review of Products. A MicroSIFT Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 18p.; For narrative descriptions, see IR 052 891.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Software Reviews; Costs; *Desktop Publishing; Elementary Secondary Education; *Evaluation Criteria; Layout (Publications); *Microcomputers; Publishing Industry; *User Needs (Information)

This report presents tabular evaluations of 13 products described by their publishers as appropriate for desktop publishing. These products have in common the ability to combine text and graphics on a page; however, they vary greatly in capabilities and cost. Some products have a very narrow use (e.g., certificate makers and puzzle generators), and some have a very general use (e.g., drawing programs that can also format text into columns). Each product evaluated fulfills the following criteria: (1) text and graphics must be able to move freely on the page; (2) text and graphics must be able to be imported from other sources; (3) the program must be defined by the publisher as appropriate for use in schools; and (4) the product must operate on an Apple II series, a Macintosh, or an MS-DOS compatible microcomputer. Although some products are specially packaged for schools, most are designed for business or professional use, and schools will have to make certain adjustments to those programs to fit an educational setting or specific curriculum. The reviews for each of the individual products are summarized and presented in five tables: (1) Summary of Performance (the best and worst features of each of the products together with a general recommendation about appropriate applications; (2) Required and Optional Equipment, including minimum memory requirements; (3) Page Layout Features; (4) Word Processing and Graphics Features; and (5) Other Features, which include search and replace; spellcheck; style sheet, clip art, and software programs that can be used with the product. A list of publishers' addresses and phone numbers is included. (SD)

ED 311 916 IR 052 908

Brenneise, Harvey
Self-Study and Strategic Plan. Final Report.
Andrews Univ., Berrien Springs, MI. James White Library.
PUB DATE- 89
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); College Libraries; Higher Education; *Institutional Mission; Library Automation; *Library Facilities; Library Personnel; *Library Planning; Library Services; Online Catalogs; *Self Evaluation (Groups)
IDENTIFIERS- Association of College and Research Libraries; North Central Association of Colleges and Schools
This report was prepared by an internal strategic planning committee of the James White Library at Andrews University, whose primary responsibility is to support instructional, service, and research programs through the acquisition, organization, maintenance, and availability of appropriate library resources. The report serves three purposes: (1) to facilitate internal library management and planning in a comprehensive manner; (2) to serve as the library's self-study document as part of the Andrews University process for reaccreditation by the North Central Association of Colleges and Schools; and (3) to serve as the library portion of the university's strategic planning process, which developed from the accreditation self-study. The document examines and analyzes all library functions using the 1986 Association for College and Research Libraries (ACRL) "Standards for College Libraries" as a guide. Major topics include a new library mission statement with associated goals and objectives; an examination of the library's services and collections; buildings and space planning computerization of the library; staff development; and bibliographic instruction. Five appendixes provide statistical information about the library; a checklist of the capabilities of an online public access catalog (OPAC); a history of computers in the James White Library; an assessment of the percentage of the library's collection that is in machine readable form; and a detailed look at the space planning of the reference area. (SD)

ED 311 971 JC 890 476

Head, Ronald B.
Student Retention at Piedmont Virginia Community College, 1988-1989. Research Report No. 8-89.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Nov 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Enrollment Trends; Full Time Students; Majors (Students); Minority Groups; Part Time Students; *School Holding Power; *Student Attrition; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Withdrawal (Education)
In November 1989, a study was conducted at Piedmont Virginia Community College (PVCC) to examine retention rates for 1988-89 according to a variety of institutional and student characteristics and to determine whether major differences existed between returning and non-returning students. Data were collected from end-of-term student computer files. Study findings included the following: (1) 51.9% of all students and 84.1% of all full-time students who enrolled in fall 1988 re-enrolled in and completed spring 1989; (2) the retention rate for freshmen was 65.1%, while sophomores had a retention rate of 71.1%; (3) part-time students had a retention rate of 44.3%, with most of the returning students enrolled in on-campus programs leading toward degrees; (4) in 1987-88, full-time, unclassified students had a fall-to-winter retention rate of 79.4% and a winter-to-spring retention rate of 92.3%, while in 1988-89, the retention rate among these students fell to 67.7%; (5) the nursing program had a 100% retention rate in 1988-89; and (6) in 1988-89, the retention rate for full-time black students was 8.4% lower than in 1987-88, and 22.3% lower than that for full-time white students. The Fortran program used to calculate the retention statistics is appended, along with sample tables generated by the program. (JMC)

ED 311 999 JC 890 507

Mihelich, Andrew L.
Joliet Junior College. Keep America Working, Sears Partnership Development Fund: Final Report.
Joliet Junior Coll., Ill.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Banking; Community Colleges; *Entrepreneurship; *Financial Services; *School Business Relationship; *Small Businesses; Two Year Colleges
IDENTIFIERS- *Business Loans
In 1988, Joliet Junior College (JJC) initiated a Set-Aside Loan Pool, designed to provide entrepreneurs, who traditionally would not be able to obtain a small business loan because of a lack of equity, with an alternate source of funding. Ten financial institutions were contacted and asked for contributions to the Loan Pool. Over the next five months, follow-up contracts were made to encourage participation and address bankers' reservations about making the contribution as a grant rather than a loan. Other obstacles concerned the size of the requested donation and the fact that monies received from a bank might not be loaned to an entrepreneur from that bank's geographical area. During the first year of the project: (1) the Loan Pool was established and institutionalized through a $5,000 contribution from one local financial institution; (2) the application process and materials were developed and field tested; (3) announcements of ion of the project were publicized; (4) mechanisms for new and expanded partnerships with local financial institutions were developed; (5) a service incubator for entrepreneurs was established; and (6) one round of loan reviews was conducted, though no loans were issued. Full implementation of the program will take place in 1990. Attached is a formal prospectus on the Loan Pool and a description of JJC's Institute of Economic Technology, the administrative department within the college that is responsible for all JJC's economic development activities and that combines its six separate centers for economic related services into one umbrella operation. (AYC)

ED 311 624 EC 221 030

Graham, Marilyn Troth
Therapeutic Academics for Behaviorally Disordered Adolescents: Content Selection and Instructional Guidelines.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Education; Adolescents; Behavior Development; *Behavior Disorders; Check Lists; *Curriculum Development; *Educational Therapy; *Interpersonal Competence; Secondary Education; Skill Development; Social Development; Student Needs; *Therapeutic Environment
IDENTIFIERS- *Therapeutic Academics
Curriculum content for adolescents with behavioral disorders should emphasize academic learning as well as social and behavioral skill development. "Therapeutic academics" is proposed as a process of teaching academics that is therapeutic in its systematic focus on the behavioral and social needs of students. A therapeutic academic curriculum should first focus on and reinforce improvements in academic performance; in this way both academics and conduct improve. Social skills training should have a priority equal to academic instruction. A "Therapeutic Academic Curriculum Evaluation" checklist is presented to assist teachers in planning daily therapeutic activities in conjunction with academic learning. The checklist monitors 10 curriculum components: motivation to learn; relevancy; reasonable guarantee of successful content mastery; opportunity to develop positive self-concept; opportunity to take personal responsibility for the learning task; opportunity to develop organizational and study skills; opportunity to develop skill in self-instruction, self-evaluation, and self-reinforcement; opportunity for involvement and investment in group processes; opportunity to develop communication and social skills; and opportunity to develop self-control of observable behaviors. (JDD)

ED 311 640 EC 221 046

Scuccimarra, David Joseph
A Two Year Follow-Up Study of the Postsecondary Adjustment of Mildly Handicapped Students Who Received a Resource or Vocational Development Work Study Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 206p.; Ph.D. Dissertation, University of Maryland.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropouts; *Education Work Relationship; *Employment; Graduate Surveys; High School Graduates; High Schools; *Job Satisfaction; *Life Satisfaction; *Mild Disabilities; *Outcomes of Education; Quality of Life; Resource Room Programs; Social Life; Special Classes; Work Study Programs
This study investigated the post-school adjustment of mildly handicapped twelfth-grade students 2 years after they graduated or left high school. Two types of handicapped individuals were interviewed: 65 students in self-contained, vocational education programs and 46 students in resource programs. Students in both groups had unemployment rates comparable to their normal peers on the national and state level. On the local level, however, the unemployment rate of the handicapped individuals was almost twice as high as their nonhandicapped peers. Handicapped males were more likely to be employed than their female counterparts. Respondents who had summer jobs or other work experiences during the year were more likely to be employed than those who did not have these work experiences. Most handicapped individuals in both groups were satisfied with their jobs and relied heavily upon a "self-family-friend" network to find employment. Most handicapped individuals were single, resided with their parents, engaged in a variety of social activities with friends and family members, and expressed satisfaction with their social life. The majority of handicapped respondents reported that they had not pursued postsecondary training or education. An appendix contains the survey instrument. (JDD)

ED 311 656 EC 221 071

Kretschmer, Richard R., Jr., Ed.; Kretschmer, Laura W., Ed.
Communication Assessment of Hearing-Impaired Children: From Conversation to Classroom. Monograph Supplement.
Academy of Rehabilitative Audiology, Mt. Pleasant, MI.
PUB DATE- 88
AVAILABLE FROM- Hugo L. Beykirch, Business Manager, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa Cedar Falls, IA 50614 ($10.00 per year).
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Evaluation Methods; *Hearing Impairments; Informal Assessment; Interpersonal Communication; Pragmatics; *Reading Ability; *Student Evaluation; Syntax; Total Communication; *Writing (Composition)
This monograph supplement to "The Journal of the Academy of Rehabilitative Audiology" contains eight papers on issues and strategies for communication assessment of hearing-impaired children, not only in the area of interpersonal communication, but in classroom and print discourse as well. Titles and authors of the papers are as follows: "Communication Competence and Assessment" (Richard Kretschmer and Laura Kretschmer); "Assessing Communication of Hearing-Impaired Children: Influences from Pragmatics" (Judith Felson Duchan); "Assessing English Syntax in Hearing-Impaired Children: Eliciting Production in Pragmatically-Motivated Situations" (Peter de Villiers); "Combining Formal and Informal Strategies for Language Assessment of Hearing-Impaired Children" (Mary Moeller); "A Sociolinguistic Assessment Scheme for the Total Communication Student" (Harold Johnson) "Perspectives on the Assessment of Reading" (Joan Laughton); "Assessing the Writing Abilities of Hearing-Impaired Children" (David Conway); and "Assessment Issues for Three Aspects of School Communication" (Sandra Tattershall et al.) (JDD)

ED 311 686 FL 017 796

The CATESOL Journal, Volume 1, Number 1.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- Nov 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Community Colleges; *English (Second Language); *Intercultural Communication; *Language Tests; *Program Effectiveness; Second Language Instruction; Second Language Learning; Writing Instruction
IDENTIFIERS- *California; Content Area Teaching; Test of Written English

This is the first issue of a new journal, to be published annually, by the California Association of Teachers of English to Speakers of Other Languages (CATESOL). Articles in this issue include: "English as a Bridge between Cultures: Scotland, Carolina, and California" (Patricia C. Nichols); "Cambodian Refugees: Factors Affecting Their Assimilation and English Language Acquisition" (Usha Welaratna); "The 'Process Approach' to Writing Instruction: An Examination of Issues" (Christine Pearson Casanave); "Changing Models for Writing Instruction: Helping ESL Writers Develop a Sense of Audience" (Alice M. Roy, Sandra Mano); "Comprehensible Textbooks in Science for the Non-Native English Speaker: Evidence from Discourse Analysis" (Alice A. Addison); "A Study of Demographic Trends and Student Progress in San Jose City College's ESL Program, 1982-1987" (Alice Gosak); "Postsecondary ESL Programs in California: A Profile" (Karen L. Fox, Terrence G. Wiley); "Where Vocabulary Meets Grammar: Verb Subcategorization Errors in ESL Writers" (Philip Hubbard, Donna Hix); "Using Classroom Space: From Traditional Rows to Musical Chairs" (Elizabeth Leite); "Teachers' and Administrators' Concerns about the TOEFL Test of Written English" (Alice M. Roy); and "Tips on Working Effectively With a Multi-Cultural Work Force" (Paul M. Kameny). (MSE)

ED 311 719 FL 018 161

Berney, Tomi D.; Keyes, Jose
Computer Writing Skills for Limited English Proficient Students Project (COMPUGRAFIA.LEP), 1987-88. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Education; *Computer Oriented Programs; Curriculum Development; Elementary Education; *English (Second Language); Federal Programs; Inservice Teacher Education; *Limited English Speaking; Parent Participation; Program Effectiveness; Program Evaluation; Spanish Speaking; *Special Education; Staff Development; *Writing Instruction
The Computer Writing Skills for Limited English Proficient Students Project (COMPUGRAFIA.LEP) was partially implemented in 1987-88, during the first year of a 3-year cycle. It is a staff development program serving 35 bilingual special education classes with 414 limited-English-proficient Hispanic students in 10 elementary schools in the Bronx. Project COMPUGRAFIA.LEP was designed to establish computer centers at all 10 sites but established centers at only 2 sites. The project met its objectives in native language arts, computer skills, and career education at two of the centers, but did not meet its English-as-a-Second-Language (ESL), staff development, curriculum development, or parental involvement objectives. Recommendations include completing installation of the computers, establishing parent ESL classes, organizing a program advisory board, implementing staff development for the classroom teacher, and establishing a system for providing regular information about the program to the parents. (MSE)

ED 311 750 HE 022 522

Schwalb, Susan J.; And Others
Have College Student Attitudes toward Older People Changed?
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Higher Education; Longitudinal Studies; *Older Adults; School Surveys; Sex Differences; *Student Attitudes
The attitudes of college freshmen toward older people were assessed in a 1979 study using the Situational Attitude Scale-Age. The same measure was used again in 1988 on a similar sample of freshmen. The combined samples consisted of 412 students, 51% female and 49% male. Results were analyzed using multivariate analysis of variance at the .05 level with year (1979 vs 1988) and gender as main effects. In seven out of 10 of the situations, the samples responded differently depending on the form of the instrument that they received. Results indicate that older people are still not equally accepted in many situations. Suggestions for improved student education and programming are discussed. (Author)

ED 311 765 HE 022 687

Evans-Layng, Michael
Through a Glass, Darkly: Forecasting UCSD's Enrollment Potential through the Turn of the Century.
California Univ., San Diego.
PUB DATE- May 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *College Applicants; College Students; Educational Quality; Enrollment Projections; *Enrollment Trends; Excellence in Education; Higher Education; Hispanic Americans; Institutional Survival; *Long Range Planning; *Minority Groups; School Demography; *State Universities
IDENTIFIERS- *University of California San Diego
The issue of whether enough qualified students will seek enrollment at the Univesity of California at San Diego (UCSD) through the end of the century to support the campus's plan for growth, the expansion for staff, and facilities that such growth entails is discussed. Five sections provide an introduction and focus on: demography (trends and projections); Black and Hispanic eligibility (developing assumptions for a key variable); three enrollment models; and conclusions and caveats. The study indicates the following: UCSD's enrollment plan appears reasonable, at least in the short run; given its historical patterns of participation and continuation, the changing ethnic mix of the state's population should have little effect on the campus's enrollment potential; if the Hispanic population grows as predicted, and if Black and Hispanic eligibility remain at current levels, UCSD could still come within 6% of its enrollment target at the turn of the century; and unless the academic preparation of underrepresented minority students increases dramatically, over time an increasing number of students will be admitted to UCSD from the lower end of the eligibility pool. It is suggested that the surest foundation upon which to base long term growth in the university is to seek to improve the academic preparation and performance of underrepresented minority students. Contains 3 figures and 12 tables. (SM)

ED 311 810 HE 022 898

Felton-Sanders, Bernadette J.
A Performance Aid Solution for Completing Postsecondary Financial Aid Forms.
PUB DATE- 23 Jan 89
NOTE- 247p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Applicants; College Students; *Financial Aid Applicants; Financial Support; Grants; *Guidelines; Higher Education; *Records (Forms); *Student Financial Aid; Success
IDENTIFIERS- *Application Forms
The analysis, design, development, implementation, and evaluation of an instructional development project addressing the difficulty of completing the forms needed by students to obtain grants and other financial assistance for college is presented. Most students who attend college require financial assistance from their parents and/or loans and grants that require completion of appropriate forms. Systematic techniques were applied to produce a performance aid (PA) for New York Institute of Technology (NYIT) students on academic probation who needed to complete the financial aid form, on the assumption that for some people, there is a negative conditioned response to completing forms. The (PA) developed was based on Gagne's guidelines and the suggestions of Lineberry and Kearsley. The success of the development of this PA suggests that simplified instructions can greatly facilitate completion of a standard form. The 12 appendices are: needs assessment inventory; needs assessment results; NYIT goals and training requirements; target population job description; New York State Student Financial Aid Form (FAF) for the 1988-89 academic year; FAF performance requirements and objectives; project planning; PC-Style and RightWRITER FAF readability indexes; first, second, and final versions of PA materials; and SME summative evaluation. Tables and figures are included. Contains 42 references. (SM)

ED 311 824 HE 022 916

Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education. The Report of the Task Force on Black and Hispanic Student Enrollment and Retention in New England.
New England Board of Higher Education, Boston, MA.
PUB DATE- Jan 89
NOTE- 53p.; For a related document, see HE 022 915.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Blacks; Blue Ribbon Commissions; *College Environment; *Cultural Pluralism; *Equal Education; Equal Opportunities (Jobs); Higher Education; *Hispanic Americans; Minority Groups; Outcomes of Education; Racial Discrimination; Regional Planning; State Aid; Student Development
IDENTIFIERS- *New England

A report of the Task Force on Black and Hispanic Student Enrollment and Retention in New England is presented. It is noted that New England is predominantly white, and there are many stark inequities in minority participation in New England higher education. Task Force findings include the following: it is an economic necessity that a larger proportion of New England's Black and Hispanic residents join the region's skilled labor force; racist behavior and attitudes on New England campuses must be acknowledged and eradicated; and the New England states have inadequate data collection systems for tracking the progress in higher education of racial and ethnic minorities. The 20 Task Force recommendations include: states should provide more financial aid for low-income students at all levels of higher education; college/university presidents should activate self-assessments of their campuses' racial climate and then adopt initiatives to address problems discovered; and campuses should pay special attention to average students and help them master basic competencies. An appendix provides 12 tables (e.g., Black and Hispanic enrollments in New England and the United States; national high school graduation rates 1968-1985; degrees conferred in New England 1984-1985; and U.S. doctorate recipients by racial/ethnic group, 1987). (SM)

ED 311 931 IR 052 928

Library Programs (HEA Title II-D). College Library Technology and Cooperation Grants Program. Abstracts of Funded Projects, 1988.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; Categorical Aid; *Computer Networks; *Federal Aid; *Grants; Higher Education; *Library Automation; Library Expenditures; Public Libraries; *Shared Library Resources; Technological Advancement
IDENTIFIERS- *Higher Education Act Title II D

Technological advancement in academic library resources sharing, networking, and information transfer have developed dramatically in the past decade, with institutions (including nonacademic libraries) finding themselves hard pressed to acquire the resources necessary to institute or otherwise improve their networking capabilities. Further, these new developments have posed new problems that need to be researched in depth and new alternatives that need to be tested. To assist in meeting these needs, Congress enacted the College Library Technology and Cooperation Grants Program under the Higher Education Amendments of 1986, authorizing the Secretary of Education to make four types of grants: (1) Networking Grants for institutions of higher education demonstrating a need for special assistance to participate in library networking for resource sharing; (2) Combination Grants for institutions of higher education in need of special assistance for joint use of libraries; (3) Services to Institutions Grants to assist nonacademic libraries in providing additional services to academia; and (4) Research and Demonstration Grants supporting projects that meet national or regional library needs in the utilization of technology. This collection of abstracts provides information on each of the 46 projects funded in 1988, including the name of the institution, the project director, the grant period, funding for fiscal year 1988, the grant number, and a brief description. Two appended tables present a statistical analysis of the 46 funded projects and a state breakdown of financial obligations. (SD)

ED 311 609 EC 212 281

Choice for All: ICAART 88. Proceedings of the International Conference of the Association for the Advancement of Rehabilitation Technology (Montreal, Canada, June 25-30, 1988). Volume III = Choix pour tous: ICAART 88. Compte rendu conference internationale pour le developpement de la technologie en readaptation (Montreal, Canada, Juin 25-30, 1988).
RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.
PUB DATE- Jun 88
NOTE- 667p.
LANGUAGE- English; French
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aging (Individuals); *Assistive Devices (for Disabled); Biomechanics; Computers; Daily Living Skills; Delivery Systems; Educational Practices; *Engineering Technology; Ethics; Gerontology; Information Networks; *Normalization (Handicapped); *Physical Disabilities; Physical Mobility; Prostheses; Public Policy; Recreation; *Rehabilitation; Robotics; Rural Areas; Sensory Aids; Statistical Analysis; Technology Transfer; Transportation; Vocational Rehabilitation; Wheelchairs
IDENTIFIERS- Augmentative Communication Systems; Electrical Stimulation; *Independent Living

In these proceedings are compiled 290 papers from 15 countries, demonstrating applications of rehabilitation engineering and technology. The 16 Special Interest Groups of the Association for the Advancement of Rehabilitation Technology (RESNA) present papers in the following interest areas: Service Delivery Practice, Personal Transportation, Augmentative and Alternative Communication, Prosthetics and Orthotists, Quantitative Assessment, Public Policy, Technology Transfer, Sensory Aids, Wheeled Mobility and Seating, Electrical Stimulation, Computer Applications, Rural Rehabilitation, Robotics, Biomechanics, Information Networking, and Gerontology. In addition, several theme sessions were selected for the conference, and papers summarizing the state of the art in each area are included. Theme sessions included the broad categories of education, daily living, recreation, work, aging, and ethics. Material such as preface, names of the "Special Interest Groups" and titles of papers are in English and French; 15 of the 290 papers are in French and the remainder in English. (JDD)

ED 311 672 EC 221 090

Ragosta, Marjorie
College Admissions Policies and Handicapped Youth. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 87
NOTE- 271p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; *College Admission; College Applicants; *College Entrance Examinations; *College Students; *Disabilities; Educational Policy; Extracurricula Activities; Higher Education; Minority Groups; Selective Admission; Socioeconomic Influences
IDENTIFIERS- *Scholastic Aptitude Test
The study analyzed data on 10,000 students with disabilities who too the Scholastic Aptitude Test (SAT) between 1979 and 1983. It also examined college admissions policies toward such youth in terms of academic performance, minority status, parental income, and other characteristics. Major findings included the following: (1) the SAT performance of handicapped youth is below that for college-bound seniors in general; (2) visually impaired and physically handicapped youth earned SAT scores only slightly lower than those of college-boun seniors in general, but scores of learning-disabled students were significantly lower; (3) physically handicapped students are less likely to participate in arts, music, and dance, and hearing-impaired and learning-disabled youth are less likely to participate in most extracurricular activities; (4) the parental income of college-bound handicapped youth exceeds that of the general population with the highest incomes reported by families of learning-disabled students; (5 handicapped youth who request special SAT accommodations are less likely than the general population to meet the admission criteria; (6) the SAT should be translated into sign language since it is presently inappropriate for the hearing impaired; and (7) differential admission rates are due to differences in student performance in high school and on the SAT and not due to the disability per se. (DB)

ED 311 781 HE 022 822

Academic Preparation for College: What Students Need To Know and Be Able To Do To Enter College in Alabama.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 89
AVAILABLE FROM- Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, AL 36197-0001.
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Academic Ability; *Admission Criteria; Art; *Basic Skills Cognitive Processes; *College Admission; *College Preparation; English; Higher Education; Mathematics; *Minimum Competencies; Sciences; Second Languages; Social Studies
IDENTIFIERS- *Alabama

To be prepared for a successful college experience, students must know certain academic subjects and have the skills to demonstrate their competencies in these subjects. This booklet outlines what college entrants need to know and be able to do to enter college in Alabama. As of July 1989, admissions standards of all Alabama public colleges and universities reflect the knowledge and skills described here: (1) basic academic competencies--reading, writing, speaking and listening, mathematics, reasoning and studying; and (2) basic academic subjects--English, the arts, mathematics, science, social studies, and foreign languages. Minimum requirements for the Advanced Academic Diploma are also given. (KM)

ED 311 856 IR 013 975

Schlenker, Richard M.
Using AppleWorks V1.3 To Construct Data Base Files for the Apple IIe Computer. Second Edition.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Database Management Systems; Microcomputers
IDENTIFIERS- Apple IIe; *AppleWorks

This step-by-step guide to using AppleWorks V1.3 to construct database files for the Apple IIe computer covers (1) program loading; (2) selecting the add files to the desktop option; (3) naming the file; (4) the blinking block cursor; (5) naming categories or fields; (6) moving to insert data; (7) inserting data; (8) changing database file formats; (9) altering the file layout; and (10) file saving. Seventeen sample screen displays are included to illustrate the steps. (MES)

ED 311 887 IR 014 011

Ullmer, Eldon J.
Videodisc Technology.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- Jan 89
NOTE- 26p.; LISTER HILL Monograph.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Allied Health Occupations Education; Authoring Aids (Programing); *Computer System Design; *Interactive Video; *Media Selection; Medical Education; *Optical Disks

Developed as a service to the health sciences community, this monograph is intended as an introduction to interactive videodisk technology. It deacribes both videodisk and compact disk technologies and different videodisk player formats, and discusses some of the major factors that educators considering videodisk adoption should consider. The first chapter introduces videodisk technology and describes its various formats, including electrical capacitance videodisks, optical laser videodisks, videodisk display and interactive features, audio and interactive videodisks, and recordable videodisk technology. The second chapter deacribes compact disk systems, including compact disk-digital audio (CA-DA), compact disk-video (CD-V), compact disk-read only memory (CD-ROM), compact-disk interactive (CD-I), digital video interactive (DVI), and recordable (WORM) and erasable compact disks (still under development). The third chapter outlines videodisk system selection factors and includes information on choosing a technology format, comparing production processes, authoring tools, and integrated interactive videodisk systems. The final chapter briefly reviews the application of videodisk technology in the health professions. Six appendixes provide lists of selected information sources on videodisk technology, including associations, videodisk and general educational technology periodicals, books, industry guides, and training resource organizations. (14 references) (GL)

ED 311 958 JC 890 462

Grading Philosophy Survey, Fall 1989.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Administrator Attitudes; College Faculty; Community Colleges; Employee Attitudes; *Grading; Questionnaires; *School Policy; School Surveys; Student Personnel Workers; *Teacher Attitudes; Two Year Colleges

In 1989, a survey was conducted at Catonsville Community College to establish a consensus about the underlying philosophy governing the college's grading policy. The survey respondents included 167 full-time or adjunct faculty members, 15 student personnel professionals, 8 administrators, and 6 library, media, or telecommunications professionals. Study findings included the following: (1) more than 75% of the respondents agreed that grading practices should reflect the student's skill and knowledge attainment and differentiate between levels of competence attained; that grades are a means of enforcing standards; that grades should be based on a standard established by the teacher and made known to the student in advance; that grades provide a reward system for the student who accomplishes course objectives; that grades should be criterion referenced, and reflect the quality of work done and the level of responsibility accepted by the student; and that grades given in courses taught by several faculty should be reviewed periodically for consistency; (2) there was clear disagreement with statements that grades destroy student motivation, that a failing grade serves only as punishment, that grading creates damaging anxiety, and that grading should be curved; and (3) opinions were split or a large number of respondents had no opinion regarding the subjective/judgmental nature of grades, and the extent to which grades should reflect student motivation, attendance, and attitudes. A comparison of responses by instructional area and respondent group, the survey instrument, and responses to open-ended questions are included. (JMC)

ED 311 986 JC 890 492

Isdevais, David G.
Pima College Students' Knowledge of Selected Basic Physical Science Concepts.
PUB DATE- Nov 89
NOTE- 47p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Community Colleges; Educational Needs; Educational Testing; *Knowledge Level; *Science Education; Scientific Concepts; *Scientific Literacy; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Pima Community College AZ
In 1989 a study was conducted at Pima Community College (PCC) to assess students' knowledge of basic physical science concepts. A three-part survey instrument was administered to students in a second semester sociology class, a first semester astronomy class, a second semester Spanish class, and a first semester physics class. The survey instrument sought to determine students' opinions about certain scientific topics, assess their knowledge of and ability to apply 12 basic scientific facts, and gather demographic data. Study findings, based on questionnaires completed by 89 students, included the following: (1) over 50% of the students missed the questions on energy reaction rate, photosynthesis, relativity, and projectile motion; (2) students who had completed college-level science (CS) courses had significantly higher test scores than students who had only completed high school (HS) science courses; (3) 30% of the HS students and 18% of the CS students agreed with the statement that "some numbers are especially lucky for people"; (4) 31% of the HS students and 15% of the CS students agreed with the statement that "In this complicated world of ours, the only way we can know what is going on is to rely on leaders and experts who can be trusted"; (5) 15% of the HS students and 3% of the CS students agreed with the statement that "It is not wise to plan ahead because many things turn out to be a matter of good or bad luck anyway"; and (6) 46% of the HS students and 50% of the CS students agreed that "human beings as we know them today developed from earlier species of mammals." Based on study findings, it was recommended that all PCC students be required to take one physical science course. Two versions of the survey instrument are attached, along with critiques from a panel of experts on the first version. (JMC)

ED 311 594 EA 021 371

St. John, Donna
A Unique Labor-Management Partnership Has Made Dade County Public Schools a Model in Education Reform. Labor-Management Cooperation Brief No. 16.
Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.
PUB DATE- Jun 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Employer Employee Relationship; Excellence in Education; Government Publications; *Participative Decision Making; *School Based Management; Unions
IDENTIFIERS- *Dade County Public Schools FL
With the passage of legislation providing financial rewards for merit schools, the Dade County Public Schools and the United Teachers of Dade negotiated a program, now known as the Quality Instruction Incentives Plan (QIIP), designed to recognize significant improvements in student physical and academic achievement. The success of QIIP initiated a movement in 1985 to professionalize teaching and led to the development of expanded faculty-administration cooperation in the management of schools. Programs devised and currently in operation under the new school management and decisionmaking effort include the unique restructuring of 12 school environments and their curriculums to confront high dropout rates, Saturday Morning School that combines traditional instruction with computer games and music education, and company/school cooperation in running and maintaining satellite learning centers. The full potential of the Professionalization of Teaching movement in the Dade County Public Schools has yet to be realized; each year new initiatives are begun and old ones are changed or expanded in the effort to improve school quality. (KM)

ED 311 641 EC 221 047

Cylke, Frank Kurt, Ed.
Fishing: An Introduction to Fishing for Fun and Food for Blind and Physically Handicapped Individuals.
Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.
PUB DATE- Nov 88
AVAILABLE FROM- Fishing, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150 (free for blind or handicapped).
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Braille; *Disabilities; Elementary Secondary Education; Individual Activities; Recreational Activities; *Visual Impairments
IDENTIFIERS- *Fishing
In this booklet a licensed guide assists young blind people in learning fishing techniques, tips from a blind fisherman are offered, and a selected listing of recorded and braille books and magazines about fishing are provided. (PB)

ED 311 687 FL 018 003

CLEAR Instructional Reports Series, Numbers 1-7.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 27p.; Items #4 and #5 have same authors and title, but different content.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Art Activities; *Audiovisual Instruction; *Classroom Techniques; Elementary Education; *Elementary School Curriculum; English (Second Language); FLES; Language Proficiency; Mathematics Instruction; Music Activities; National Surveys; Science Instruction; Secondary Education; *Second Language Instruction; Social Studies; Teaching Methods
IDENTIFIERS- *Content Area Teaching

The complete Instructional Reports Series of the Center for Language Education and Research (CLEAR) is presented. Included are (1) "Using Video in the Foreign Language Classroom" (Ingrid Berdahl); (2) "Strategies for Integrating Language and Content Instruction: Art, Music, and Physical Education" (Carolyn Andrade, Carol Ann Pesola, and Donna Christian); (3) "Strategies for Integrating Language and Content Instruction: Science" (Patricia Chamberlain, Mary Ellen Quinn, and George Spanos); (4) and (5) "Strategies for Integrating Language and Content Instruction: Social Studies" (Melissa King, Stephen Matthiesen, and Joseph Bellino); (6) "Strategies for Integrating Language and Content Instruction: Mathematics" (Gilbert J. Cuevas, and Others); and (7) "A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels, 1987." (DJD)

ED 311 704 FL 018 020

Selected Teacher Resources for Elementary and Secondary English as a Second Language (ESL). CLEAR Annotated Bibliography Series.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 33p.; For documents in this series, see FL 018 008-022.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Standards; Annotated Bibliographies; Bilingual Education Programs; Computer Assisted Instruction; Elementary Secondary Education; *English (Second Language); Ethnic Groups; *Instructional Materials; *Language Teachers; Language Tests; Limited English Speaking; *Program Descriptions; *Resource Units; Second Language Instruction; Teacher Education; Theory Practice Relationship
IDENTIFIERS- Content Area Teaching; Sheltered English

This 81-item annotated bibliography is composed of resource materials for teachers of English as a Second Language (ESL) at the elementary or secondary levels. For each of the entries, the following information is indicated: target language, educational level, material type, content area, title, date of publication, author/developer, publisher and availability information, and an abstract/description of the material. The bibliography includes conference proceedings, program descriptions (bilingual, sheltered English, and ESL), assessment instruments, materials about theoretical linguistics, annotated bibliographies, materials that endorse particular instructional strategies, computer-assisted instructional materials, courseware, program handbooks, entry/exit information for ESL programs, classroom activities, teacher training materials, and guidelines for adapting non-ESL materials to the ESL classroom. Many of the materials are directed toward specific limited-English-proficient (LEP) populations, including Asian, Black, Hispanic, and Native Americans. (DJD)

ED 311 720 FL 018 162

Berney, Tomi D.; Alvarez, Rosalyn
Computers in Bilingual Education, Project CIBE, 1987-88. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 34p.; For related document, see ED 298 780.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; *Computer Literacy; Curriculum Development; English (Second Language); Federal Programs; High Schools; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish Speaking; Staff Development; Word Processing
IDENTIFIERS- Content Area Teaching; *Project CIBE
Computers in Bilingual Education (Project CIBE) was fully implemented at South Bronx High School in its fourth year of federal funding. During the 1987-88 school year, students received computer-assisted and classroom instruction in English as a Second Language (ESL), native language arts (NLA), social studies, mathematics, science, computer literacy, and word processing. Project CIBE served 343 limited-English-proficient Spanish-speaking students at South Bronx High School. Students met 3 of the program's 4 objectives (for ESL, NLA and the content area objective for ESL, but not for the other subject areas). The program met its objectives for computer-assisted instruction, staff development, curriculum development, and parental involvement. The most effective program element appeared to be computer literacy. Recommendations for program improvement include development of alternative techniques for greater success in teaching advanced ESL students and in teaching bilingual content area subjects. (MSE)

ED 311 735 FL 018 180

Berney, Tomi D.; Alvarez, Rosalyn
Technological Enrichment and Achievement for Cambodians and Hispanics: Project TEACH, 1987-88. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 31p.; For related document, see ED 298 781.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Business Education; *Cambodians; *Computer Science; English (Second Language); Federal Programs; High Schools; *Hispanic Americans; *Limited English Speaking; Low Income Groups; Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Spanish
IDENTIFIERS- *Project TEACH NY
Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics) completed the first year of a 2-year extension of federal funding. Administered by Theodore Roosevelt High School's foreign languages and bilingual education department, the project's major goal was to provide students with bilingual instructio in computer technology and business. It served 247 new students of limited English proficiency in grades 9-12. These students were all from low-income families and had little formal education before immigration. The project offered courses, including English as a Secon Language (ESL), Spanish, bilingual content areas, computer technology, and business. Project TEACH provided personal counseling, staff development, and parent involvement activities. Students achieved program objectives for ESL, native language arts, and attendance. Objectives were partially met for content area courses, staff development, and parent participation. Major program strengths continu to be academic, career, personal counseling, and a high attendance rate. Major weaknesses include a low level of parent participation and an inability to offer native language arts to Cambodian students. Recommendations for improvement include increasing parent attendance a ESL and computer classes by holding these classes on weekends, and increasing activities for helping Khmer and Hispanic students understand each other's cultures and values. (Author/MSE)

ED 311 751 HE 022 523

Regan, Anne M.; Sedlacek, William E.
Changes in Social Commitment of University Freshmen over a Decade by Race and Gender. Research Report #5-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
AVAILABLE FROM- Counseling Center, University of Maryland, College Park MD 20742.
NOTE- 21p.; Report contains blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *College Freshmen; College Students; Higher Education; Institutional Survival; Longitudinal Studies; Minority Groups; *Racial Factors; School Holding Power; Sex Fairness; *Social Change; *Student Attitudes; Student Recruitment
IDENTIFIERS- *University of Maryland College Park
A study comparing the commitment to social change of college students in 1978 and 1988 is presented, focusing on those issues that directly affect black students. The responses of 541 incoming freshmen attending the 1988 orientation program at the University of Maryland, College Park, were compared to those of 1,091 freshmen who attended the orientation program in 1978. Results indicate the attitudes toward recruitment of black students and the university's influence to improve social conditions were more favorable in 1988, and black students in both samples were more positive about these actions than were white students. Student commitment toward social change, particulary with regard to increasing the number of black students on campus, is growing. Data also suggest that the level of commitment may still be at an early level of development. This may reflect general attitudes in the United States, and that tolerance for diversity is a developmental issue with which most incoming college students are just beginning to struggle. Since it is likely that the attitudes of students on campus influence the outcome of initiatives to increase cultural diversity on campus, the success of such initiatives may depend on the institution's ability to facilitate active valuing of cultural diversity. Tables are included. The paper contains 18 references. (SM)

ED 311 766 HE 022 688

Evans-Layng, Michael
Influence on Retention of Changes in Background and Attitude of Muir College Freshmen, UCSD, between 1968 and 1984.
California Univ., San Diego.
PUB DATE- Nov 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Career Development; College Choice; *College Freshmen; Educational Finance; Ethnicity; Graduate Study; Higher Education; Longitudinal Studies; Majors (Students); Parent Background; Religious Factors; School Holding Power; Smoking; *State Universities; Student Attitudes; Student Attrition; *Student Characteristics
IDENTIFIERS- Diversity (Student); *University of California San Diego
An examination of the results of two surveys of the attitudes of entering freshmen at Muir College, University of California at San Diego (UCSD) is presented. The surveys were conducted in 1968 and 1984 in conjunction with national surveys coordinated by the Cooperative Institutional Research Program. Information is presented on: (1) changes in background and attitudes affecting attrition (parental education, student religious preferences, ethnicity, financing college/parental income, likelihood of changing major or transferring, cigarette smoking, and graduate school aspirations); and (2) other notable changes (career goals, age profile, high school grades, why student picked UCSD, important personal objectives, and personal habits). Some of the changes may help to account for the improvement in the campus's continuation rate since the late 1970s, independent of changes in the campus and community environments. Changes include: a larger proportion of Jewish and Catholic students in the student body; a smaller proportion of students expressing no religious preference; a greater proportion of Asian students; much less anxiety about the ability to pay for college; increased confidence in UCSD; a decrease in students who smoke frequently; and increased aspirations for graduate school. Other differences show substantial changes in the life and career objectives of incoming students. (SM)

ED 311 796 HE 022 846

Hodes, Carol L.
Perry's Scheme of Development.
PUB DATE- Oct 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; College Students; *Educational Theories; Higher Education; Instructional Development; *Intellectual Development; Models; *Student Attitudes; *Student Development
IDENTIFIERS- *Perry (William); Piaget (Jean)
The research of William Perry, the Harvard psychologist who documented cognitive growth in undergraduates, is summarized. Perry's theory is compared to Piaget's theory, and the view that Perry is an extension of Piaget is discussed. Also noted is the shift in locus of control and other measures that occur as students progress through Perry's positions. Perry researched transformations that occur during the college years regarding the perception of knowledge, and the culmination of his effort is a developmental model that reveals the sequence and nature of cognitive development and emotional maturation in undergraduates. The scheme of development is composed of a progression through nine stages. Three categories comprise Perry's scheme: dualism, multiplicity/relativism, and commitment. Since Perry's work is based on Piagetian theory, it is possible to see similarities. Both are stage theories, concerned with intellectual development, and have implications for instructional development. Perry's work is a departure from Piaget's because they use different methods and criteria and may actually be investigating different intellectual processes. As a stage theory, progression through Perry's scheme of development depends upon interaction between the environment and the cognitive processes of the student. Perry's search for the key to understanding the development of young adults goes beyond Piaget while using similar mechanisms. Further application of Perry's theory to learning style research must be done with the knowledge that the meaning and purpose of learning are dependent upon context and therefore the position of the student. Contains 8 references. (SM)

ED 311 811 HE 022 899

Blumberg, Melanie J.
Scandinavian Higher Educational Reform: From Elitism to Egalitarianism.
PUB DATE- 2 May 86
NOTE- 55p.; Paper presented at the Annual Meeting of the Society for the Advancement of Scandinavian Study (Columbus, OH, April 30-May 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Change Strategies; Decentralization; Decision Making; *Democracy; *Educational Change; Educational Improvement; *Elitism; *Equal Education; Equal Opportunities (Jobs); Females; Foreign Countries; *Higher Education; Institutional Autonomy; Sex Discrimination; Womens Education
IDENTIFIERS- Denmark; Finland; Iceland; Norway; *Scandinavia; Sweden
An evaluation is made of the extent to which Scandinavian higher education has been democratized, noting democratization includes the four elements of: subordination of university decision making to parliamentary democracy and to corporate representative bodies; decentralization of higher education regionally; equal access to higher education on the basis of class and gender; and internal democratization of university decision making. Postwar educational reforms in Denmark, Finland, Iceland, Norway, and Sweden are examined with reference to four categories of social choice: scope; policy instruments; distribution; and restraints and innovation. Norway and Sweden have been the most successful in democratizing higher education; Denmark and Finland, while also implementing significant reform measures, generally have failed to equal the level of democratization reached by the other two countries. Iceland lags behind in terms of the university's subordination to government planners and the lack of equal representation for faculty, students, and staff on university governing bodies. Finland, Norway, and Sweden have been more successful than Iceland in decentralizing higher education regionally. Recent reports indicate that Denmark, Iceland, and Norway have corrected the gender imbalance. While Finland and Sweden have not achieved equality, women in both countries do earn the highest percentage of first degrees. Women in all five countries remain underrepresented on many prestigious faculties and in postgraduate work. Overall, Scandinavian higher education reform has leveled a number of inequalities, but in the process, university autonomy was eroded and institutions lost decision-making authority in most areas. Tables are included. Contains 43 references. (SM)

ED 311 839 HE 022 940

Anderson, Richard E.; Sugarman, Barry
Options for Technology Transfer.
Forum for College Financing.; National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
AVAILABLE FROM- Teachers College, Columbia University, Box 38/525 West 120th Street, New York, NY 10027.
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Business; Certification; Educational Finance; *Entrepreneurship; Higher Education; Public Policy; School Business Relationship; *Technological Advancement; *Technology Transfer
IDENTIFIERS- *Corporations
Structural means by which institutions of higher education can tap technology are explored with an examination of the licensing of technological discoveries as well as the creation of start-up companies based upon university-developed technology. Additionally, the corporate structures that are being formed so that institutions can more easily hold equity in these new ventures are considered. A summary of the results of a survey of the emerging structures called corporate affiliates for technology transfer (CATTS) is presented. Sections include: licensing technology (identification and disclosure, protection, the licensing agreement, and royalties in perspective); a brief review of copyrights, patents, trademarks, and trade secrets; reasons for start-ups (more effective transfer of technology, unequal access to licensing, economic development, the rewards of spinoffs, and cautions); and policy issues (public expectations and funding, and threats to institutional culture). The CATTS survey results indicate: there are about 20 to 25 CATTS in current operation (mostly started in the mid- to late-1980s; universities that do not have CATTS are not necessarily eschewing the creation of new technology-based corporations nor making equity investments in those firms, and instead many are forming companies without creating a corporate intermediary; and CATTS serve several purposes including increasing financial and administrative flexibility and protecting the university's tax exempt status. Successful CATTS must be reasonably well capitalized or have some assured funding base. (SM)

ED 311 873 IR 013 992

Mehan, Hugh
Computer Literacy and Social Stratification. Interactive Technology Laboratory Report #9.
California Univ., San Diego, La Jolla. Center for Human Information Processing.
PUB DATE- Nov 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; Educational Innovation; Elementary Secondary Education; Employment Qualifications; *Equal Education; *Microcomputers; Sex Differences; *Social Stratification; Technology Transfer
IDENTIFIERS- Learner Control

As schools acquire and use computers for educational purposes, two major questions arise: (1) whether students from different strata of society will obtain equal access to computers, and (2) whether students from different strata of society will be taught similar or different uses of the computer. To explore the relationship between the characteristics of schools, the students they educate, and students' access to computers, observations of computer use were conducted in 21 classrooms in five Southern California School Districts. A very strong relationship was found between the type of students who are being educated using computers and the type of instruction that is being presented to them. Boys and girls had differential access to computers, especially in secondary schools. (In elementary schools with central lab facilities, girls and boys had equal access.) Ethnic minority and lower class students received a different kind of instruction than did their white middle class and ethnic majority contemporaries. White middle class students received instruction which encouraged learned initiative (programming and problem solving). Lower class and ethnic minority students received instruction which maintained control of learning in the computer (computer aided drill and practice). Basic computer literacy courses emphasize programming, but increasingly employers are seeking individuals with skills in applications such as word processing, spreadsheet analysis, and data systems management. Typically, only students who progress to advanced courses learn these skills. Ethnic minorities are often excluded. Serious consideration of these policies is necessary to avoid a system of stratification based on access to information technology. (25 references) (GL)

ED 311 902 IR 052 893

Burge, Elizabeth J.; And Others
Developing Partnerships. An Investigation of Library-Based Relationships with Students and Educators Participating in Distance Education in Northern Ontario.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Oct 88
NOTE- 185p.; Major funding for this project was provided by a grant from the Northeast Regional Coordinating Center of Contact North.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Andragogy; *Distance Education; Foreign Countries; Higher Education; *Information Networks; Library Instruction; Library Personnel; Library Role; *Library Services; Models; Public Libraries; *Shared Resources and Services; User Needs (Information)
IDENTIFIERS- *Ontario
The Developing Partnerships project is a 5-year program intended to develop distance education programs in institutions of higher education in Northern Ontario, to establish an extensive information network called Contact North/Contact Nord, and to conduct research into areas considered appropriate for quality distance education delivery. The objectives of the project were to document: (1) how distance learners currently manage with the present limits of material resources and human services from various libraries; (2) what problems with resources and services are experienced directly by four constituencies--the students, academic and public library staff, and faculty; (3) what ideas those constituents have for upgrading material resources and people-based services; and (4) what changes or continuities in library practice are needed in order to carry out realistic and creative recommendations for distance education development. To elicit information from the four groups involved, four unique surveys were administered. The results of the survey are reported in terms of the study objectives for each of the constituencies and a model for developing partnerships is proposed. Recommendations designed to operationalize the relationships between the components of the model conclude the narrative report, which also includes the basic assumptions underlying the study, a literature review, and a description of the methodology. Copies of the four surveys, 19 tables depicting the results of data analyses, and a 65-item selected bibliography on library services to off-campus students are appended. (59 references) (SD)

ED 311 917 IR 052 909

Osborne, Nancy Seale
Special Collections/Archives in SUNY Libraries. A Survey.
PUB DATE- 9 Jun 89
NOTE- 32p.; Paper presented at the Meeting of the State University of New York Librarians' Association (Potsdam, NY, June 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; *Archives; Higher Education; Library Associations; *Library Collections; Library Personnel; Library Services; Library Surveys; *Shared Library Resources; User Needs (Information)
In August 1988, a survey of State University of New York (SUNY) archives and special collections was sent to all SUNY library directors who were asked to distribute the questionnaire to individuals responsible for the archives and/or special collections in each library. This report presents the responses from 41 libraries (65% rate of return). The entries are listed alphabetically by the name of the institution under the following headings: (1) SUNY university centers; (2) colleges of arts and sciences; (3) health science centers; (4) specialized colleges; (5) colleges of agriculture and technology; (6) community colleges; and (7) statutory colleges. Each entry includes the name, address, and telephone number of the library as well as information about its collections, users, hours, personnel concerned with archives and special collections, whether there is a separate budget for special collections, and specific aspects, issues, or problems mentioned by the respondent. Conclusions based on the findings of the survey are also presented, and it is recommended that resource sharing among these types of SUNY libraries be implemented, and that those with specific expertise in this area create a special collections/archives caucus, workgroup, roundtable, or other appropriate organization. Appendixes include a list of the institutions whose libraries responded to the survey and copies of both the survey questionnaire and a checklist in the form of questions about special collections and archives. (SD)

ED 311 945 JC 890 444

Martin, Robert; Dean, Dale
Computer Use in Two-Year College Systems.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Faculty Development; Laboratories; *Microcomputers; State Surveys; Teacher Attitudes; Teacher Participation; Two Year Colleges

In 1989, a survey was conducted to assess the status of computer use and education in two-year colleges in Alabama. Three copies of the survey instrument were sent to the academic deans of all 41 institutions in the state's two-year college system. The deans were asked to complete one questionnaire and ask two randomly selected teachers to complete the others. Responses were received from 30 teachers, 16 department heads, and 24 administrators. Study findings included the following: (1) Alabama ranked below the national average in the number of computers used; (2) most computers were purchased with grant funds; (3) though 50% of the schools used Apple or IBM-PC microcomputers, the remaining schools used a hodgepodge of machines, limiting compatibility and software sharing; (4) Apple users had an average of 47 programs for their machines as opposed to 40 for the IBM-PC users; (5) responding junior colleges tended to place their microcomputers in a centralized laboratory, while the technical colleges tended to place their computers in occupational facilities; (6) of those using the computer in instruction, 70% used word processors, spread sheets, and database managers; 50% taught programming skills; and 25% used them in areas other than business; and (7) teachers were generally not involved in developing computer programs and not consulted about purchases. The report also presents findings from other relevant research and offers recommendations for improving the use of computers in Alabama's two-year colleges. (VVC)

ED 311 972 JC 890 477

Spain, Louise
The Image of the Other: Media Support for a Pluralistic Curriculum.
PUB DATE- 3 Nov 89
NOTE- 8p.; Paper presented at the Annual Conference of the Community College General Education Association (10th, New York, NY, November 2-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Instruction; Community Colleges; Cross Cultural Studies; *Cultural Pluralism; *General Education; *Social Bias; Two Year Colleges
The integration of pluralism into the general education curriculum has long been a goal of the community college. The audiovisual resources of the college library can be particularly useful in examining and exploring other cultures, and in breaking down the barriers between members of one culture and "the other," that is, those on the other side of the artificial walls based on differences in race, sex, cultural background, age, and sexual preference. Audiovisual materials which document negative and/or stereotypical images of "the other" include: (1) the filmstrip, "The Distorted Image," which consists of a series of historic images from American newspapers, magazines, art objects, and ads from 1850 to 1922, showing how stereotyped images formed harmful popular views of Blacks, Italians, Jews, and others in the American consciousness; (2) the documentary, "Ethnic Notions," which shows how caricatures in art and film were used to create negative images of Blacks during the past 200 years; (3) "Rights and Reactions: Lesbian and Gay Rights on Trial," a videotape which presents footage from New York City Council hearings on a bill which proposed to eliminate discrimination in housing based on sexual preference; (4) the film, "Killing Us Softly: Advertising's Image of Women," which offers a visual synthesis of hundreds of ads and analyzes the psychology of advertisers' use of sex, myths, and stereotypes to sell products; and (5) the video, "Cold Water," which presents interviews with 13 Brown University students from 13 different countries discussing their images of Americans. A selected bibliography of films and videotapes related to the promotion of pluralism is appended. (JMC)

ED 312 000 JC 890 509

The Role of Community, Technical, and Junior Colleges in Technical Education/Training and Economic Development: A National Forum. Report and Recommendations.

American Association of Community and Junior Colleges, Washington, D.C. Center for Occupational Research and Development, Inc., Waco, Tex.

SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.; Tennessee Valley Authority, Knoxville.
PUB DATE- 16 Jul 87
NOTE- 79p.; Report developed for The American Seminar III, "Community, Technical, and Junior Colleges: Key Partners in Economic Development for the 21st Century. The National Roundtable" (Nashville, TN, July 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Community Colleges; *Economic Development; *Educational Needs; Labor Education; *School Business Relationship; School Community Relationship; *Technical Education; *Technological Advancement; Two Year Colleges

In 1987, a national roundtable was held to discuss ways in which two-year colleges can help foster productivity and economic development. This report contains the background papers used to initiate group discussions, an overview of the highlights of the roundtable, and the recommendations of participants. Following introductory comments on the roundtable, the three issue papers are provided: (1) "Preparing for Change," by Pat Choate and J. K. Linger, which examines trends in technology, trade, and demographics and their implications for education; (2) "Technical and Community Colleges: Catalysts for Technology Development," by Stuart Rosenfeld, which offers brief descriptions of regional, state, and local initiatives in technology transfer, technical assistance, brokering, research, development, testing, the creation of a high-tech learning environment, worker retraining and skills upgrading, and continuing education; and (3) "Preparing Technicians for a Competitive Work Force," by Daniel M. Hull, which advocates cooperation between community colleges and high schools to develop "2 + 2" articulated curricula and presents a training model to address the interdisciplinary skills needed by advanced-level technicians. In addition, the report provides summaries of roundtable discussions and a list of the 11 resulting recommendations. (AYC)

ED 311 825 HE 022 917

Education and Training for the Future of New England. A 1987 Survey of Human Resource Managers.
New England Board of Higher Education, Boston, MA.; New England Center for Continuing Education, Durham, N.H.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Basic Skills; Continuing Education; *Education Work Relationship; Employees; Employer Employee Relationship; Higher Education; *Human Resources; Job Skills; *Job Training; *Labor Force Development; Outcomes of Education; Regional Planning; School Business Relationship
IDENTIFIERS- *New England

The findings of an education training survey of human resource managers regarding the employment and training needs of New England companies and organizations are presented. Five sections present the following: an introduction (survey's purpose and a profile of the human resource managers surveyed); general education and training problems of New England organizations; qualities of employees important to meeting the future needs of New England organizations; continuing education in New England organizations (what groups are being served and how, who is doing the education and training, and where the education and training are taking place); and effectiveness of colleges and universities (effectiveness of colleges and universities in meeting continuing education needs of employers and preparing graduates for employment and greatest current contributions of colleges and universities and ways they might be more effective). Key findings include: (1) human resource managers feel the two serious education and training problems among their employees are lack of management and supervisory skills; (2) technical skills, adult illiteracy and basic math/problem solving skills of employees are not viewed as problems; (3) the major provider of continuing education for all employees is the internal staff of the organizations; and (4) most organizations rely heavily on on-the-job training and informal programs for providing education and training to their employees. An appendix offers a copy of the education and training survey. (SM)

ED 311 857 IR 013 976

Schlenker, Richard M.
Using AppleWorks V1.3 To Construct Word Processing Files for the Apple IIe Computer. Second Edition.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Software; Microcomputers; *Word Processing
IDENTIFIERS- Apple IIe; *AppleWorks
This step-by-step guide to using AppleWorks V1.3 to construct word processing files for the Apple IIe computer covers (1) program loading (2) selecting the add files to the desktop option; (3) selecting a different disk; (4) selecting disk 2; (5) selecting the word processor option; (6) naming the file; (7) setting tabs; (8) selecting print options; (9) screen cues; and (10) file saving. Seventeen sample scree displays are included to illustrate the steps. (MES)

ED 311 625 EC 221 031

Donaldson, Rhonda Robles; Robertson-Goodrich, Mary
s Occupational Therapy Consulting through the Resource Room: Collaboration in Rural Education.
PUB DATE- Apr 89
NOTE- 53p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
f Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Consultation Programs; *Delivery Systems; Elementary Secondary Education; Motor Development; *Occupational Therapy; *Physical Disabilities; Psychomotor Skills; Resource Room Programs; *Rural Education; *Teamwork
An approach to occupational therapy (OT) in a rural school is described which utilizes a combination of direct service, monitoring, and consultation. A collaborative style of OT consulting is used, which calls for the therapist to join the child study team when motor-related problems are identified. The approach provides continuous and uninterrupted services to meet individual student needs, by involving the family, special educators, and classroom teachers. It attempts to make the OT's knowledge and expertise available to help the regular classroom teachers with the problems of students with motor disabilities, as well as everyday problems which do not make students eligible for special education services, such as poor coordination, poor fine motor skills, and poor handwriting. On-going communication is the most important component of collaborative consulting; this communication takes place through the therapist's participation on the child study team, completion of assessments, establishment of goals and objectives, provision of direct treatment, supervision of indirect therapeutic services, and consultation. Examples of the method's successes are described. Also discussed are the historical framework of occupational therapy, practical aspects of identifying appropriate students, training staff, carrying out daily programs, and record-keeping. (JDD)

ED 311 657 EC 221 072

Meissner, Margit
Montgomery County Public Schools Summer VIEW Program: A Transition-to-Work Program for Special Education Students Funded through the Job Training Partnership Act. Final Report.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- Oct 88
NOTE- 12p.; Prepared by the Department of Special Education and Related Services, Office of Special and Alternative Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Exploration; *Disabilities; *Education Work Relationship; *Prevocational Education; Program Development; Secondary Education; Skill Development; Summer Programs; *Transitional Programs; Vocational Interests
IDENTIFIERS- Montgomery County Public Schools MD
This paper presents the final report on the 1988 High School Vocational Interest Exploration Workshop (VIEW) program of the Montgomery County (Maryland) Public Schools. The 4-week summer program, funded through the Job Training Partnership Act, involved Level 4 special education students, aged 14 to 19. The program provided 1-week minicourses in business, building/grounds maintenance, food services, and auto mechanics/services; offered daily career exploration/career development activities, including social skills instruction; and organized field trips to enable students to observe a variety of persons working in different work sites. Student goals were to improve basic skills, increase self-awareness in relation to different vocational areas, improve understanding of career planning and decision making, and improve work-related social/interpersonal skills. The report describes the program's budget, staff and staff duties, weekly schedules, and program evaluation activities. Recommendations for program improvement are included. (JDD)

ED 311 673 EC 221 091

Resources on Clothing for Persons with Special Needs .
P.R.I.D.E. Foundation, Inc., Groton, CT.
PUB DATE- 89
AVAILABLE FROM- P.R.I.D.E. Foundation, 71 Plaza Court, Groton, CT 06340 ($3.50).
NOTE- 27p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clothing; *Clothing Design; Clothing Instruction; *Disabilities; Home Management; Patternmaking; *Physical Disabilities Resources; Self Care Skills; Sewing Instruction
IDENTIFIERS- *Scoliosis

The resource guide to the modification of clothing for disabled individuals suggests solutions to clothing, grooming, and home management problems for a variety of handicapping conditions. Services of PRIDE (Promote Real Independence for the Disabled and Elderly) are noted, including manuals on clothing for the disabled, a workshop, a curriculum guide, and special interest information sheets. Specific adaptable children's clothing patterns produced by several companies are described. Also listed are 24 books on children's clothing, dressing, home management, or general interest topics. Ten catalogs are identified and an order form for PRIDE products attached. An information guide on scoliosis is also included, providing guidance for clothing selection (tops, slacks and pants, outerwear) and clothing maintenance. Detailed information on pattern alterations, with illustrations for specific problems characteristic of scoliosis, is offered. The final item in the resource guide is a bibliography listing available services, catalogs, and books concerned with clothing for persons of all ages with special needs. (DB)

ED 311 932 IR 052 931

Kazlauskas, Diane W.
Bibliographic Instruction at the Graduate Level: A Study of Methods.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Comparative Analysis; *Course Integrated Library Instruction; *Graduate Students; Higher Education; *Individualized Instruction; *Instructional Effectiveness; *Intermode Differences; Library Skills; Research Skills; *Teaching Methods; User Needs (Information)
IDENTIFIERS- University of North Florida
Instruction in using the library and its tools is assessed in this report, which explores the effectiveness of course-integrated bibliographic instruction for graduate students. When a search of the ERIC database and a request for information from LOEX (Library Orientation and Instruction Exchange) yielded few sources, the literature pertaining to different types of bibliographic instruction and graduate students was analyzed. This report cites examples of bibliographic instruction programs at colleges and universities to illustrate the most frequently used instructional methods, which are: (1) course-integrated bibliographic instruction, in which a unit on library skills forms a distinct part of a specific course, or in which bibliographic instruction is integrated into the overall objective of a course; (2) bibliographic instruction seminars and workshops that meet outside regularly scheduled classes; (3) specialized bibliographic instruction within disciplines, i.e., programs specifically tailored to a student's course of study, which are sometimes referred to as research methods courses and which may carry graduate credit hours; and (4) individualized instruction, which may take the form of term paper counseling or one-on-one work between librarian and student. It is concluded that course-related instruction is the least effective method to use with graduate students, and that any of the other more individualized methods is probably more effective. (SD)

ED 311 959 JC 890 463

Anderson, Edward
Students' Language Rights.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bidialectalism; Community Colleges; Dialects; *English Instruction; Evaluation Criteria; Instructional Development; Instructional Effectiveness; *Language Attitudes; Language Maintenance; Language Skills; Language Usage; *Nonstandard Dialects; *Standard Spoken Usage; Teaching Methods; Two Year Colleges

Before teachers begin to teach Standard American English (SAE), the schools must strive for a greater tolerance among the public and the school community toward Non-Standard American English (NSAE) dialects. Through the use of a number of motivational approaches, students retain the right to their own dialects and language while learning SAE as a new dialect. The use of positive strategies and attitudes precludes the eradication of the much needed cultural heritage of dialect variety. Such approaches include: (1) using a reading program that includes writing models from various heritages and cultures as well as mainstream authors; (2) assigning short, impromptu theme papers or essay examinations; (3) providing information about the meaning and nature of differences in American dialects, the development and history of SAE and NSAE dialects, and the importance of tolerance for NSAE dialects; (4) using daily journal writing; (5) discussing and illustrating such verbal and rhetorical strategies as jiving, rapping, and playing the dozens; and (6) role playing in small dramatic situations that require SAE. The manner in which student essays are graded and student-teacher conferences are conducted can also affect students' success with SAE dialect and give them more respect for their own dialect. Adjustments to teachers' language attitudes, classroom activities, and evaluation strategies can increase students' fluency in SAE while respecting cultural, social, and regional dialects. (VVC)

DOCUMENT RESUME

ED 312 001 JC 890 510

Montgomery, James; And Others
An Introduction to Developing an Urban Business Incubator.
American Association of Community and Junior Colleges, Washington, D.C.
Minority Business Enterprise Project, Washington, DC.
SPONS. AGENCY- Department of Commerce, Washington, DC. Minority Business Development Agency.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- College Role; Community Colleges; Cooperative Programs; *School Business Relationship; School Community Relationship; *Small Businesses; Technical Assistance; Two Year Colleges; Urban Areas
IDENTIFIERS- *Business Incubators
Designed to provide a brief overview of the considerations involved in establishing a small business incubator, this guide presents information on incubator classification, funding methods, incubator operation techniques, and two-year college involvement in the formation of a working business incubator. Part 1 describes a small business incubator as a facility which provides an opportunity for new and existing small businesses to reduce some of the risk involved in operating through shared services, reasonable rent, access to administrative support services, and access to management, financial, and technical assistance. The differences between public/not-for-profit private, academic-related, and public/private incubators are noted. Part 2 describes the phases in the creation and development process, including information on the establishment of a coordinating team and the conduct of a feasibility study. In part 3, financial considerations are reviewed, and a list of possible funding sources is provided. Part 4 lists the community/junior colleges currently associated with business incubators, and the North Carolina community colleges in the process of developing centers. This section also notes the services that community colleges can provide to developing businesses. In part 5 implementation concerns are discussed, including site acquisition, fund raising, "incubators without walls," tenant graduation, data collection needs, marketing, and the roles of the incubator manager, advisory committee, and anchor tenants. Appendixes contain a list of services incubators should provide, a sample application form for incubator tenants, a bibliography of 67 selected resources, and suggested materials for an incubator library. (AYC)

DOCUMENT RESUME

ED 312 015 JC 890 525

Roberts, Hilda
Why Have They Not Transferred?
Rancho Santiago Community Coll., Santa Ana, Calif.
PUB DATE- Jun 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance Patterns; *College Transfer Students; Community Colleges; *Dropouts; Enrollment Influences; Followup Studies; Mail Surveys; Questionnaires; *Stopouts; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; Two Year College Students

In 1986, a study was conducted at Rancho Santiago College (RSC) to determine the reasons that students whose educational goal was to transfer to a four-year college did not complete their objective. In fall 1983, 6,030 of the students enrolled at RSC indicated on their application for admission that they planned to transfer to a four-year college. Two years later, 158 students had transferred to one of two state universities, 2,615 were still attending RSC, and 3,257 were no longer attending RSC and had apparently not transferred. Surveys were mailed to this final group of students to determine whether they had transferred, had decided not to transfer, or had delayed their transfer. Former students who had not transferred were asked when they planned to start attending a four-year college and their reasons for not attending or for delaying their attendance. Study findings, based on a 20% usable response rate, included the following: (1) of the 566 respondents, 121 indicated that they had already transferred to a four-year college, 394 reported that they had not transferred yet, and 51 indicated that they no longer planned to transfer; (2) the main reasons for not transferring were "plan to return to RSC" and "decided to work," while other reasons included "financial" and "attending another community college"; (3) of the respondents who indicated they still planned to transfer, 41% were undecided as to when they would start a four-year college, 31% planned to start in one year or less, and 28% planned to start in one year or longer; (4) of the 121 respondents who had transferred, 69% were attending a public college or university, and 31% were attending a private four-year college; and (5) respondents indicated high levels of awareness of, frequency of use of, and satisfaction with RSC services. The survey instrument is appended. (JMC)

DOCUMENT RESUME

ED 312 028 PS 017 887

Hurst, Gayle A.; Levine, Daniel U.
Trust As It Relates to Information Flow Variables in Elementary Schools.
PUB DATE- 27 Mar 89
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Education; *Elementary Schools; *Organizational Communication; Questionnaires; Research Problems; School Districts; *Teacher Administrator Relationship; *Trust (Psychology)
IDENTIFIERS- *Accuracy; *Directionality
This study addresses the issue of whether trust among members of an educational institution is related to: (1) accurate information flow; (2) upward, downward, or lateral information flow; or (3) completeness of information. The study also considered whether a low level of trust is associated with inaccurate, incomplete information. A questionnaire was developed and administered in a midwestern, suburban, metropolitan school district with 18 elementary schools employing 379 teachers. Due to teachers' fears of being identified by principals, problems were encountered in grouping returned questionnaires by school. However, 11 schools provided enough returns to warrant analysis. Findings indicated that the greater the trust in an elementary school, the greater the reported accuracy of information flow in the school. Conversely, the lower the trust, the lower the reported accuracy of information flow. Accuracy of information flow was positively related to trust even when directionality of information flow was not specified. Upward, downward, and lateral information flow were all related to trust, with more directionality when there was more trust and more filtering of information when trust was low. Schools high in trust had more upward than downward communication and vice versa. The more trust that existed the more complete was the information. The more accurate the information flow was, the more complete the information was. (RH)

DOCUMENT RESUME

ED 312 043 PS 018 285

Harold-Goldsmith, Rena

The Effects of Parents' Employment Status and Financial Security on the Cognitive Home Environment and on Expectations for Their Children's Futures.

SPONS. AGENCY- Michigan Univ., Ann Arbor. Div. of Research Development and Administration.; Michigan Univ., Ann Arbor. School of Social Work.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Economic Factors; *Expectation; *Family Environment; Family Problems; Fathers; Mothers; *Parent Influence; Security (Psychology); *Stimulation; Unemployment; Young Children
IDENTIFIERS- Project Head Start

A study undertaken in 1983-85 examined the effects of job loss and financial stress on the cognitive stimulation provided for children in the home and parents' confidence regarding their children's future. Effects of parents' educational level were also considered. It was hypothesized that when parents were unemployed, or had a grim view of the family's financial situation, the likelihood of a stimulating learning environment in the home and parent confidence in a promising future for a child would decrease. It was expected that attainment of high levels of education would be associated with enhanced learning environments and confidence in the future. Participants were 45 families with preschool or kindergarten children, a 30% response rate. In 14 families, the father was unemployed; in 31 the father was working. Parents were interviewed and completed questionnaires. Measures included the Cognitive Home Environment Scale and a parent questionnaire focusing on parents' confidence, parents' views of the family's financial situation, and family demographic characteristics. Findings revealed that subjective appraisals of families' financial condition had a strong relationship to parents' confidence in a promising future for their children and to the kind of learning environment provided in the home. Father's employment status did not influence outcome measures. Expectations concerning educational level were supported. References are provided. (RH)

DOCUMENT RESUME

ED 312 059 PS 018 325

Swick, Kevin J.
Disruptive Student Behavior in the Classroom. What Research Says to th
Teacher. Second Edition.
National Education Association, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- National Education Association Professional Library,
P.O. Box 509, West Haven, CT 06516 (Stock No. 1064-7, $3.95).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Classroom
Techniques; Comprehension; Curriculum; Elementary Secondary Educatio
Guidelines; Identification; Leadership Styles; School Community
Relationship; *Teacher Role
The purpose of this research report is to explore practices that teachers can use to respond to behavior problems in their classes. Preliminary discussion focuses on understanding the context of student behavior and identifying student behavior problems early. Positive responses to student behavior problems are discussed in terms of the following tips: use a preventive approach; establish fair limits; set positive example; restore order when a problem occurs; avoid delegatin classroom management problems to others whenever possible; locate the real problem; change the classroom environment when necessary; provide alternatives to undesirable behavior; help students understand the consequences of their behavior; make provisions for a time out; help students modify their behavior; use group counseling procedures to promote positive behavior; avoid reinforcing negative behavior; invite students to succeed in the classroom; and know how to deal with pathological behavior. Five teacher behaviors--modeling, designing, interacting, responding, and assessing--are discussed as ways of introducing students to a way of life in the classroom. Concluding discussion concerns the influence of leadership style on student behavior, the relations between curriculum and student behavior problems, and student behavior problems and the community. Nearly 120 references are cited. (RH)

DOCUMENT RESUME

ED 312 074 PS 018 355

Foster Care: Preliminary Report on Reform Effects. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
PUB DATE- Jun 89
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each).
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Legislation; *Foster Care; *Incentives; *Program Effectiveness; *Welfare Services

This briefing report presents preliminary results of a review of the effects of the 1980 foster care reforms. Particular attention was given to federal incentives for reform built into the requirements for the states' receipt of additional funds under the Child Welfare Services grants program. A total of 116 studies, reviews, and commentaries were identified through bibliographic searches. Interviews with program officials and external experts were conducted. Section 1 discusses background, objectives, and method. Section 2 lists conditions which a state must meet to receive its share of the appropriations for Child Welfare Services exceeding 141 million dollars. Also described in this section are administrative procedures for determining a state's compliance and eligibility for the incentive funds. Section 3 presents findings of the review. Findings concern the issue of whether the reforms have been implemented as the Congress and the responsible federal agency intended and in a cost-effective manner. Findings also concern the nature and extent of the relationships between this program and others, including the constraints or advantages for program operations that are created. (RH)

DOCUMENT RESUME

ED 312 090 PS 018 376

Steele, Bonnie Blandy
Fostering Appreciation and Understanding of Multiculturalism within th
Elementary School Setting Using a Multidisciplinary Approach.
PUB DATE- 89
NOTE- 131p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Involvement; *Cultural Awareness; *Cultural
Differences; *Curriculum Development; Elementary School Curriculum;
*Grade 2; *Multicultural Education; Pilot Projects; Primary Educatio
*Social Studies
IDENTIFIERS- Cultural Resources; *Cultural Sensitivity; Multicultural
Materials

A school district's international coordinator and a primary school teacher of 20 second-graders from 10 different ethnic groups implemented a practicum designed to improve the understanding and appreciation of cultural diversity among students, parents, and teachers at the Ithan Elementary School in Bryn Mawr, Pennsylvania. Th practicum also served as a pilot for possible implementation in the social studies curriculum for the district. Practicum objectives involved the identification of weaknesses in the social studies curriculum for second-grade students, development of in-service workshops for second-grade teachers, and implementation of multidisciplinary units. Involved teachers attended workshops, implemented and coordinated lessons, read research articles, discussed concerns, developed new methods for teaching multiculturalism, and evaluated change. Students gained understanding of cultural groups in the community. They developed effective ways to acknowledge and incorporate diversity and difference. School-community networks helped maximize resources that fostered multiculturalism. Evaluation data indicated improved multicultural understanding and sensitivity among teachers and students, and increased parents' comfort in the school environment. Recommendations and dissemination plans are offered. Related materials are provided in 27 appendices. (RH)

DOCUMENT RESUME

ED 312 104 RC 017 225

Early Reading Intervention: A Success Oriented Reading Program for Young Migrant Children. A Report on the Pilot Session, Migrant Education Region IV.
Fresno County Office of Education, Fresno, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Migrant Div.
PUB DATE- 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 1; High Risk Students; Intervention; *Migrant Children; *Migrant Education; Migrant Programs; Pilot Projects; Primary Education; Reading Improvement; Reading Skills; Reading Tests *Remedial Programs; *Remedial Reading

Migrant children who move constantly have trouble establishing a firm academic foundation. Poor readers experience problems in other learning situations, which in turn, have a marked impact on their self-esteem. The Early Reading Intervention program, a pilot project at San Joaquin Elementary School in Fresno County, California, targeted first-grade migrant children who were reading at a below-average level. Completed in June 1988, the program emphasized daily individualized instruction, student independence, and accelerated progress. Progress was measured by a six-part comprehensive reading and writing evaluation at the beginning and end of the 12-week session. Parent involvement and communication with administrators and staff were important components of the program. This report lists responsibilities of early intervention trainers and teachers and describes results of the 1988 pilot tests. Summary results of the examinations show student improvements in all six areas tested. This report calls for curriculum development and recommends the early reading intervention program as an option for teaching children valuable reading skills. Examples of classroom and testing materials, record sheets, and program information letters to parents are included. (TES)

DOCUMENT RESUME

ED 312 118 RC 017 245

Dubin, Elliott J.
Geographic Distribution of Federal Funds in 1985.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
PUB DATE- Mar 89
AVAILABLE FROM- ERS-NASS Reports, PO Box 1608, Rockville, MD 20850 ($8.00).
NOTE- 189p.; Contains some small, light type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Research; Economics; *Federal Aid; *Federal Programs; Financial Support; *Geographic Distribution; Public Policy; Rural Areas; *Rural Urban Differences; Tables (Data); Urban Areas
During the 1980s, federal spending for procurement, particularly defense procurement, retirement and survivors' benefits, medical benefits, and agricultural assistance payments grew dramatically, while spending for grants and salaries and wages lagged. But, the overall distribution of funding between metropolitan and nonmetropolitan areas remained fairly stable. Per capita federal funding, excluding loans, was approximately 7% above the national average in metro counties and approximately 18% below the national average in nonmetro counties in both fiscal years 1980 and 1985. This booklet reports in detail the metro/nonmetro distribution of federal funds and distribution of federal funds by type of state, providing numerous tables and graphs. It interprets the data in terms of costs of federal funds, benefit spillovers, income and employment effects, and loans versus spending, taking into account metro/nonmetro reporting biases. The report concludes that federal funds provide a smaller stimulus for economic development in nonmetro counties than in metro counties. Nonmetro areas rely much more heavily on income redistribution programs. Developmental impact of federal funding in nonmetro areas would be greater if they received their share of funds from a different mix of programs. This report contains 13 references and many tables. (DHP)

DOCUMENT RESUME

ED 312 134 SE 050 904

Vogt, Gregory L.; And Others
Software for Aerospace Education. A Bibliography (Second Edition).
National Aeronautics and Space Administration, Washington, DC. Education Technology Branch.
PUB DATE- 89
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aerospace Education; Astronomy; *Computer Software; *Computer Software Reviews; *Databases; Elementary School Science; Elementary Secondary Education; Engineering Education; Satellites (Aerospace); Science Fiction; Science Materials; Secondary School Science; *Videodisks
IDENTIFIERS- National Aeronautics and Space Administration
The software described in this bibliography represents programs made available to the National Aeronautics and Space Administration (NASA) Educational Technology Branch by software producers and vendors. More than 200 computer software programs and 12 laser videodisk programs are reviewed in terms of title, copyright, subject, application, type, grade level, minimum system requirements, description, components, features, producer, vendor, and cost. Subject areas covered include: (1) aeronautics; (2) aerospace physics; (3) astronomy; (4) manned space exploration; (5) rocketry; (6) satellites; and (7) science fiction. The last section describes how to use the NASA SpaceLink which is a 24-hour computer information database developed to serve teachers and other educators. Lists of vendors and NASA Teacher Resource Centers are appended. (YP)

DOCUMENT RESUME

ED 312 151 SE 051 002

Audubon Wildlife Adventures. Grizzly Guidebook. School Edition.
National Audubon Society, Washington, DC.
PUB DATE- 88
AVAILABLE FROM- Advanced Ideas, 2902 San Pablo Ave., Berkeley, CA 94702 (contact for price. Prices will vary according to equipment specifications).
NOTE- 94p.; This publication includes a set of diskettes when ordered from Advanced Ideas, Inc. Three versions are available; Apple IIe, IIgs and IBM or IBM compatible. Diskettes are not available from the ERIC Document Reproduction Service.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; Environmental Research; *Science Activities; Science and Society; Science Materials; *Scientific Concepts; *Secondary School Science; Wildlife; *Wildlife Management
IDENTIFIERS- *Bears; *National Audubon Society

This program introduces the young computer players to the world of the grizzly bear, the largest land carnivore in North America. Through a series of four interactive stories, players learn of the bear's habits and human activities that have brought it close to extinction. Playing the part of a park ranger, a research biologist or a natural resource developer, the player searches for creative solutions to the conflicts between man and the bear. Part 1 describes the operating instructions for the program including booting, signing on, choosing a story, and record-keeping. Part 2 presents the facts on a grizzly bear including the history, distribution, food, hibernation, research, and wildlife management. Part 3 provides 15 activities focusing on scientific concepts common to all living creatures, and a table of curriculum guides containing descriptions of specific skills and the activities developing the skill. In each activity, the description, objective, background, materials, procedure, extension, and evaluation are described. Worksheets and a glossary are appended. There are 23 references. (YP)

DOCUMENT RESUME

ED 312 168 SO 020 014

Evans, Ronald W.
Teacher Conceptions of History: A Work-in-Progress. Draft.
PUB DATE- 18 Nov 88
NOTE- 51p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports Research/Technical (143)
DESCRIPTORS- Concept Formation; *Fundamental Concepts; *History; History Instruction; Secondary Schools; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teaching Methods
IDENTIFIERS- National Council for the Social Studies
This paper describes and analyzes teacher conceptions of the meaning of history. Previous research points to teacher conceptions as a crucial variable guiding curriculum decisions. Data for the study were collected through survey questionnaires and interviews. Data were analyzed by content analysis of fieldnotes, frequency analysis, and cross tabulation of survey questionnaires. The questionnaires were mailed to 160 secondary school history teachers in six central and eastern Maine counties and were returned by 71 respondents. Thirty subjects were selected for interviews. The data collected from interviews and questionnaires indicate that there are five composite teacher typologies: (1) storyteller, (2) scientific historian, (3) relativist/reformer, (4) cosmic philosopher, and (5) eclectic. Each category emphasizes a distinctly different conception of the purposes for studying history. The data also indicates that: teacher conception of history are related to background, belief, and knowledge; teaching methods and teacher views may relate to conceptions of history; and further research is needed. A 35-item bibliography and 5 figures detailing characteristics of the 5 teacher typologies using quotes fr interviews are included. (CT)

DOCUMENT RESUME

ED 312 183 SO 020 270

Grumley, Fred K.
A Comprehensive Bibliography of Periodical Literature, Dissertations and Theses, and ERIC Documents Directly Related to Student Teaching in Music, 1948-1987.
PUB DATE- May 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Music; Music Teachers; Preservice Teacher Education; Resource Materials; Student Teacher Attitudes; Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; *Student Teaching; Teacher Supervision
The growth of an academic area can be measured by the growth of its literature. It is a natural corollary that the demand for excellence i education engenders a demand for literature. Due to the increased importance of student teaching as a final step in the preparation of future music teachers, it is timely to assemble as much bibliographic material as possible on teacher training in the field of music education. A total of 134 publications is presented, arranged by type of publication. Listed are 65 articles in nationally available periodical literature, 4 articles from state music magazines, 55 dissertations, and 10 ERIC documents. (JB)

DOCUMENT RESUME

ED 312 197 SO 020 299

Simon, Paul
Beyond Boundaries: International Education in Our Times. The 1986 Martin Buskin Memorial Lecture.
Education Writers Association, Washington, DC.
SPONS. AGENCY- Hegeler Foundation, La Salle, Ill.
PUB DATE- 12 Apr 86
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue NW, Suite 310, Washington, DC 20036 ($1.50).
NOTE- 21p.; Speech presented at the National Seminar of the Education Writers Association (Baltimore, MD, April 12, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Foreign Culture; *International Education; *International Educational Exchange; International Programs; International Trade; *Language Attitudes; Postsecondary Education
IDENTIFIERS- USSR

The primary reason the United States continues to spend billions of dollars on the arms race is that fears the Soviet Union. This fear is based on lack of understanding that is reinforced by lack of educational exchange programs and language programs. This lack of international insight also dramatically affects the U.S. ability to compete economically with the Pacific Basin countries, cope with Cuban backed insurgency in Central America, and function effectively at the diplomatic level world wide. China has 19,903 students in the United States, while the United States has only 69 students in China. Of the 52 hostages taken in Tehran, Iran, only 2 spoke the Farsi language fluently. There are only two U.S. embassies where the entire staff speaks the language of the host country. In Central America, the United States offers 391 scholarships for study in the United States, while Cuba, the Soviet Union, and the Warsaw Pact countries offer 7,500 scholarships for study in those countries. These trends must be reversed if the United States is to make any gains in international understanding. The Educational Writers Association can play a pivotal role in this matter by keeping these concerns in the public spotlight and supporting measures that foster international understanding. (PPB)

DOCUMENT RESUME

ED 312 212 SO 020 351

The Vanishing Voter and the Crisis in American Democracy; New Strategies for Reversing the Decline in Voter Participation.
People for the American Way, Washington, DC.
PUB DATE- 88
NOTE- 39p.; A phase of the research was performed with focus groups by Peter D. Hart Research Associates.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Activism; *Business Responsibility; Citizenship Educatio Community Organizations; *Community Role; Elections; *Voter Registration; *Voting

A critical national problem facing the United States is the steady decline in voting of the citizenry. Surveys of the 44 largest public school systems from across the country and of 100 corporations from t Fortune 500 group as well as individual interviews and roundtable discussions with teachers, executives, members of Congress, local and state election officials, and community organizers provided the material for this study. It would seem that while there is a range of causes for the decline of voting since 1960, the single largest obstacle to participation is the two-step system of voter registratio Unlike all other western democracies, the United States requires citizens to register several weeks before they vote, rather than on election day. Studies show that once citizens are registered, the overwhelming majority vote in presidential elections. But same-day registration would not solve the whole problem. Among the changes in U.S. society in recent decades has been a lessening of the impact of mediating institutions--unions, local political party organizations, and other institutions that have traditionally assisted citizens by helping them to register, providing information about the candidates, and encouraging them to vote on election day. This study examines the potential role of three types of institutions--schools, businesses, a community-based activist groups--and makes recommendations concerning how each might help turn around the voter decline. (JB)

DOCUMENT RESUME

ED 312 229 SP 031 526

Ayers, Jerry B.; And Others
Follow-Up Evaluation of Graduates of the Teacher Education Programs of Tennessee Technological University.
Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
PUB DATE- 30 Jun 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authoritarianism; *Beginning Teachers; *Followup Studies; *Graduate Surveys; Higher Education; *Program Evaluation; Teacher Education Programs; *Test Validity
IDENTIFIERS- American College Testing Program; Classroom Observations Keyed Effectiveness Res; Kentucky Observation Instrument; Pre Professional Skills Tests; *Tennessee Technological University
During 1987-87 through 1988-89, longitudinal follow-up studies were conducted of the graduates of the teacher education programs at Tennessee Technological University. The sample consisted of 60 first-year teachers who had completed their bachelor's degrees. During 1986-87 the Classroom Observation Keyed for Effectiveness Research was utilized as the primary research instrument. In 1987-88 and again in 1988-89, the Kentucky Observation Instrument was utilized. This document combines the results of these 3 years of activities into one report. The first four chapters center on the follow-up activities that were conducted during the 3-year period. Chapter five examines the relationships between the scores from the American College Test, the Pre-Professional Skills Test, the College Outcomes Measures Project test of the American College Testing Program and the National Teacher Examinations and the overall grade-point-average of the students required to take these tests. The final chapter presents the results of a study of the level of anti-democratic tendencies (authoritarianism) exhibited by groups of beginning teachers who graduated from the Tennessee Tech University teacher education programs. (JD)

DOCUMENT RESUME

ED 312 245 SP 031 597

Survey of Business/Office and Marketing Education Teacher Certificatio
Requirements in Louisiana 1987.
Nicholls State Univ., Thibodaux, La.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. o
Vocational Education.
PUB DATE- 87
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; *Educational Technology; *Marketing;
Required Courses; Secondary Education; Teacher Attitudes; *Teacher
Certification; Teacher Education Curriculum; *Vocational Education
IDENTIFIERS- *Louisiana

The purposes of this study were: (1) to evaluate current requirement
for certification of teachers in business/office and marketing
education in Louisiana; (2) to survey teacher educators on their
attitudes toward certification requirements in these two areas; (3) to
survey teachers in business/office and marketing education to determin
their perceptions of preparation for teaching in the area of their
certification; (4) to survey the states for certification requirements
and (5) to determine what changes in Louisiana's certification
requirements should be made and make recommendations to the State
Department of Education. Data from the survey are displayed on tables
and the instruments used for data collection in the study are appended
(JD)

DOCUMENT RESUME

ED 312 263 SP 031 684

Brickett, G.; Connock, M.
An Integrated Approach to the Training of Early Primary Teachers. A Summary of the Report on the Follow-Up Evaluation of the Early Primary Project.
PUB DATE- Nov 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Experiential Learning; Followup Studies; Foreign Countries; Higher Education; *Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Student Teaching
IDENTIFIERS- Ontario (Kingston)
The Early Primary Project, initiated in Queen's University, Ontario, Canada in 1985, differed from the regular teacher education program in five ways: (1) all practice teaching in the first half of the year was assigned at the early primary level and was supervised by project faculty; (2) the first practice teaching was an extended round of 7 weeks duration in a single classroom instead of two rounds of 2 weeks each; (3) the associate teachers who worked with project students were selected for their knowledge and implementation of government guidelines that mandated the experiential approach to the teaching of young children; (4) all of the students took their language arts course with a project faculty member; and (5) designated times were established for discussion of project concerns, for social occasions, and for enrichment activities involving special speakers and seminars. This report summarizes the results of a followup study in which 15 graduates of the project, now teaching, were observed and interviewed to determine the effectiveness of the project in training teachers and to ascertain whether the teachers maintained the impact of the project experience in their classroom. (JD)

DOCUMENT RESUME

ED 312 278 TM 014 021

McGarvey, Linda J.; And Others

Paper-Pencil Methodology in the Assessment of Logical Operations in Children.

PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Construct Validity; Educational Assessment; *Elementary School Students; *Grade 1; Item Analysis; *Kindergarten Children; Latent Trait Theory; *Logical Thinking; Mathematical Concepts; Mathematics Tests; Number Concepts; Primary Education; *Test Format; Visual Discrimination
IDENTIFIERS- California Achievement Tests; *Early School Assessment; *Paper and Pencil Tests

The construct underlying simple paper-and-pencil logical operations tasks administered to young children in group settings was examined. The logical operations, number concepts, and visual discrimination subtests of the Early School Assessment (ESA) were administered as part of the Fall 1987 national tryout of the ESA. The mathematics concepts and applications subtest of the California Achievement Test (Form E) was administered as an anchor. The two subtests of ESA Level 1 was administered to 766 and 1,456 beginning kindergarten students and the three subtests of ESA Level 2 was administered to groups of 1,553, 1, 728, and 888 first graders. It was hypothesized that the logical operations items in the ESA could be aligned with either visual discrimination tasks or with mathematics. An item analysis was conducted. All three ESA subtests were highly correlated with the mathematics test. The analysis revealed that these paper-and-pencil logical operations items were more closely related to number concepts than to visual discrimination, but they were distinct. These paper-and-pencil operations were not highly correlated with more traditional tasks involving manipulatives, suggesting that different constructs were being measured. The mode of response is a critical issue in the assessment of logical operations in young children; this issue raises questions of construct validity. Six tables present study data. (SLD)

DOCUMENT RESUME

ED 312 293 TM 014 058

Green, Kathy E.
Analysis of Cognitive Style Measures.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Apr 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Aptitude Tests; Cognitive Measurement; *Cognitive Style; Comparative Testing; *Psychometrics; Sex Differences; Standardized Tests; *Test Reliability
IDENTIFIERS- Analytic Ability; Matching Familiar Figures Test (Kagan); Reasoning Tests; Rod and Frame Test; Stroop Color Word Test; Test Batteries; Visual Verbal Synchrony
The psychometric utility of six experimental cognitive style (CS) measures was analyzed. Examinees were 1,135 clients of the Johnson O'Connor Research Foundation who, during 1985, completed at least one of the six CS tests. Information is provided on measure reliability; relationships among CS measures; relationships with standard battery aptitude measures; and relationships to sex, age, education, and laterality. Measurement precision appears adequate for the Rod-and-Frame Test and the Matching Familiar Figures Test style score. For the Stroop Color and Word Test, the reliability was a little low but could be raised by lengthening the test. These three measures appear to be independent of each other and of the standard battery measures and may be useful additions to the battery if further researc indicates that they predict vocational/avocational performance. The Verbalizer/Visualizer Questionnaire requires further investigation and development prior to use. The measure of global-analytic style did not have adequate reliability, and the measure of global-analytic ability showed overlap with current battery measures, but might prove useful a a measure of general reasoning ability. Item statistics, the calculation routine for over- and under-correction on the Rod and Fram Test, and descriptive statistics for the standard battery measures are appended. (TJH)

DOCUMENT RESUME

ED 312 308 TM 014 103

Marchant, Gregory J.
StRoBe: A Classroom-on-Task Measure.
PUB DATE- Oct 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; Elementary Secondary Education; *Evaluation Methods; *Learning Activities; Nonverbal Communication; *Student Behavior; *Time on Task Verbal Communication
IDENTIFIERS- Grids; *Student Record of Behavior
Researchers as well as others evaluating teachers or programs are often interested in the verbal and non-verbal behaviors related to the learning of students in classrooms. The Student Record of Behavior (StRoBe) is a classroom observation instrument designed to provide simple low inference information concerning student behaviors related to engagement in learning. The StRoBe protocol grid indicates the physical location of the students in the classroom, and data are recorded for one student approximately every 10 seconds. This allows a great deal of data to be collected for a large number of students in a short amount of time. The instrument is most useful with traditional classroom lessons or other classroom activities that require students to remain relatively fixed in their seats or in one place. With repeated observations, data can be collected that allow for classroom, teacher, and student comparisons based on: (1) verbal and non-verbal behavior; (2) appropriate and inappropriate behavior; and (3) interactions. These comparisons can serve as the basis for research and evaluation. The simplicity of the StRoBe and the limited number of entry choices provide a measure that has high interrater reliability. Definitions of variables, steps for variable assignment, one table, and two StRoBe protocols are provided. (Author/SLD)

DOCUMENT RESUME

ED 312 322 UD 026 911

Turning Points: Preparing American Youth for the 21st Century. The Report of the Task Force on Education of Young Adolescents.
Carnegie Corp. of New York, N.Y.
PUB DATE- Jun 89
AVAILABLE FROM- Carnegie Council on Adolescent Development, P.O. Box 753, Waldorf, MD 20604 ($9.95 per copy; $8.95, 11-25 copies; $6.95, 26-99 copies; $5.00, 100-499 copies; $4.00, 500 or more copies).
NOTE- 106p.; The use of color in graphs and on some pages may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Adolescents; Core Curriculum; Educational Change; *Educational Improvement; *Family Involvement; Family School Relationship; Futures (of Society); Intermediate Grades; Junior High Schools; Middle Schools; Physical Fitness; *Preadolescents; *School Community Relationship; School Organization; Teacher Education
IDENTIFIERS- *Empowerment; Partnerships

This report examines the condition of America's young adolescents and how well middle grade schools, health institutions, and community organizations serve them. In its plan for action, the Task Force on Education of Young Adolescents of the Carnegie Council on Adolescent Development makes recommendations for new structures for middle grade education. A 15-year-old who has been well served in the middle years of schooling will be the following: (1) an intellectually reflective person; (2) a person en route to a lifetime of meaningful work; (3) a good citizen; (4) a caring and ethical individual; and (5) a healthy person. The report reviews the following recommendations for transforming middle grade schools: (1) create small communities for learning; (2) teach a core academic program; (3) ensure academic success for all students by shaping the educational program to fit the needs of students; (4) empower teachers and administrators to make decisions about the experiences of middle grade students; (5) staff middle grade schools with teachers who are expert at teaching young adolescents; (6) improve academic performance through fostering health and fitness; (7) reengage families in the education of young adolescents; and (8) connect schools with communities. Eight figures provide various statistical data on adolescents. The following appendices are included: (1) a list of commissioned papers; (2) a list of working papers; (3) a list of consultants and their affiliations; (4) a list of their workshops and attendees; and (5) biographical sketches of task force members. (AF)

DOCUMENT RESUME

ED 312 336 UD 027 055

Brizius, Martine; Cooper, Harry

A Joining of Hands: State Policies & Programs To Improve High School-College Linkages.

Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Washington, D.C.
SPONS. AGENCY- College Board, New York, NY.
PUB DATE- May 84
AVAILABLE FROM- State Education Research Center, 701 North Fairfax Street, Suite #340, Alexandria, VA 22314.
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - General (050)
DESCRIPTORS- Acceleration (Education); *Articulation (Education); *College Preparation; *College School Cooperation; *Curriculum Development; Early Intervention; *Educational Strategies; Feedback; Guidelines; Higher Education; Outreach Programs; Public Policy; Secondary Education; *State Programs
IDENTIFIERS- Linkage

This report describes collaborative efforts among secondary and postsecondary educators and state policymakers to improve the quality of academic preparation for college and to extend the opportunity for good preparation to more students. The report is divided into three major sections. The first section, "Strategies for Improving College Readiness: Courses and Competencies," presents descriptions and examples of the following linkage strategies: (1) courses for college admission; (2) college preparatory curricula; (3) competencies for college study; and (4) dissemination of information on higher education standards. The second section, "More Strategies: Academic Preparation and Motivation," presents descriptions and examples of the following additional collaborative strategies: (1) early intervention; (2) outreach; (3) acceleration; and (4) feedback and exchange among institutions. The third section, "Guidelines for States," offers 15 recommendations to facilitate linkage between secondary and higher education at the state level. The report includes the following five tables: (1) "Courses for College Admission: 1983 State Actions"; (2) "Comparison of New Statewide Admissions Policies"; (3) "College Preparatory Curricula: 1983 State Actions"; (4) "Special Diplomas: 1983 State Actions"; and (5) "Competencies for Success in College: Planned State Actions." A bibliography lists materials in the following categories: (1) background works; (2) brochures on preparation for college; (3) regional and national surveys; and (4) state reports. Four appendices provide lists of relevant organizations and agencies and names of the members of the project advisory committee. (AF)

DOCUMENT RESUME

ED 312 350 UD 027 091

Legalization's Second Step: The Availability of English Civics Classes in the Chicago, Houston, Miami and New York City Metropolitan Areas.
National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Citizenship Education; *Civics; Educational Legislation; *English (Second Language); Immigrants; *Latin Americans; Second Language Instruction; State Surveys; *Urban Education

This paper reports on a 1989 survey of publicly funded amnesty class capacity in the chief metropolitan areas of the four states outside of California that have the largest populations of legalization applicants. The areas covered are Chicago (Illinois), Houston (Texas), Miami (Florida), and New York (New York). The study sought to determine if for the 1988-89 school year these areas offered enough English/civics classes to accommodate all the temporary residents who need to take them in order to become permanent residents. Chapter I contains an executive summary of the research. Chapter II presents the data on the availability of English/civics courses in the four metropolitan areas. Chapter III provides background information on the English/civics requirement of the Immigration Reform and Control Act. Chapter IV discusses the implementation of options for complying with the English/civics knowledge requirement. Chapter V explains the methodology of the amnesty class survey. Chapter VI contains the policy recommendations for the utilization of English/civics classes and testing options. Appendix 1 contains Form I-698, an application to adjust status from temporary to permanent residence. Appendix 2 provides a table reflecting the temporary residence populations of metropolitan areas in the amnesty class survey. Five figures, one table endnotes, and a list of background papers on Latino issues are also included. (JS)

DOCUMENT RESUME

ED 312 364 UD 027 129

Burt, Martha R.; Cohen, Barbara
State Activities and Programs for the Homeless: A Review of Six States.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.; Interagency Council on the Homeless.
PUB DATE- 28 Sep 88
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); *Federal Programs; *Homeless People; *Housing Needs; Individual Needs; Low Rent Housing; *Social Services; State Aid; State Federal Aid; *State Programs; State Surveys
IDENTIFIERS- Shelters
This report describes the activities and policies for the homeless of six states both before and after implementation of the Federal Stewart B. McKinney Homeless Assistance Act of 1987. The states covered are California, Connecticut, Georgia, New Mexico, Ohio, and Wisconsin. The following chapters are included: (1) "Introduction"; (2) "State Policy Development and Coordination," which includes information on State and non-government activities, and development of the comprehensive plan required by the McKinney Act; (3) "State Legislation and Funding Specifically Pertaining to Homelessness," which includes McKinney Act funding and information on each of the six states; (4) "Specific Program Areas," which include shelter, housing, food programs, health and mental health, income assistance, employment and training, education, and case management and coordination; (5) "Other McKinney Act Concerns," which include duplication of services, service gaps, and needed services, barriers to program development and service receipt, data collection, reports and studies, training and technical assistance, conferences and forums, and service standards; and (6) "Summary and Conclusions." Appendix A lists the people interviewed during site visits. Appendix B provides an interview guide for use during the visits. A list of 18 references is included. (WS)

ED 312 060 PS 018 326

Rich, Dorothy
Teachers and Parents: An Adult-to-Adult Approach.
National Education Association, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0277-6, $9.95).
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Curriculum; Elementary Secondary Education; *Family Involvement; Family Role; *Family School Relationship; *Home Schooling; *One Parent Family; *Parent Participation; *Parent Teacher Conferences; Teacher Role
IDENTIFIERS- *MegaSkills Home Curriculum; Parent Effectiveness Training

This monograph for teachers outlines reasons for working with parents. It presents a sampling of practical strategies that teachers can use to foster parent competence and responsibility in the education of their children. It also contains answers to some of teachers' questions about getting parents to visit the school and encouraging them to become involved in their children's education. An introduction in Chapter 1 is followed by a discussion of new roles and new facts about families and teachers in Chapter 2. Chapter 3 concerns what parents and teachers want. Chapter 4 discusses educational responsibility in the home. Chapter 5 describes what teachers can do to increase parent involvement. Chapter 6 provides tips concerning the parent-teacher conference. Chapter 7 deals with special experiences and needs of single parents that teachers may want to consider. Chapter 8 articulates four basic rules for parent involvement programs. Appendices provide discussions of parent involvement strategies, the MegaSkills home curriculum, ways to meet family needs, and characteristics of effective families. Over 40 references, as well as filmstrips, are cited. (RH)

ED 312 075 PS 018 356

Tisak, Marie S.; And Others
The Influence of Social Rules on Children's and Adolescents' Concepts of Peer Relations.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Childhood Attitudes; Drug Use; Friendship; Models; Moral Issues; Parent Child Relationship; *Parent Role; Peer Evaluation; Peer Influence; *Peer Relationship; Research Methodology; *Social Behavior
IDENTIFIERS- *Jurisdiction
This paper presents research on school-aged children's thinking about various issues pertaining to peer relations. The research presented concerns studies derived from Turiel's (1983) theory of domains of social reasoning. Studies covered focus on: (1) children's and adolescents' reasoning about friendships; (2) adolescents' thinking about peers' expected friendship behavior and peer influence; and (3) children's conceptions of active responses which would be made by peers who witnessed rule violations by same-age peers. Findings were consistent in showing that children and adolescents consider the social context or domain when they evaluate issues concerning peer relations, including the regulation of friendships, peer influence, and peers' active responses to others' rule violations. In general, school-aged children's evaluations are based on their understanding of the characteristics associated with various kinds of social events. It is concluded that the research illustrates that the domain-specificity approach can be useful in investigations of children's conceptions of various areas of social and cognitive functioning. (RH)

ED 312 091 PS 018 377

Crowther, Ingrid C.
Strategies To Increase the Rate of Child-Directed Activities within the Early Childhood Education Community.
PUB DATE- 89
NOTE- 108p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; Foreign Countries; *Inservice Teacher Education; Parent Participation; Program Effectiveness; *Teacher Improvement; *Teaching Methods; Workshops
IDENTIFIERS- *Child Centered Education; *Developmentally Appropriate Programs; Ontario
A teaching master at a community college in Central Ontario implemented a practicum designed to increase the rate of child-directed activities in early childhood education programs. The primary goal was to increase awareness of early childhood educators, parents, and board members regarding the benefits of child-directed activities at early childhood education centers. Practicum goals were attained by collecting time-tables and by conducting interviews with supervisors and staff and informal observations of six participant centers. The percentage of child-directed activities in each program was jointly agreed on by the writer and the staff. A 6-week course was developed to enhance early childhood educators' skill in providing an increased number of child-directed activities. Follow-up activities included two parent and board of directors workshops, staff in-service sessions, on-site support in practicum settings, and writer assistance to anyone who requested it. Practicum evaluation data indicated an increased awareness of the benefits of child-directed activities for young children and an increase in the percentage of child-directed activities at participating sites. Related materials are provided in 10 appendices including a course outline, rating scales, and questionnaires. (RH)

ED 312 105 RC 017 226

Schatz, Mona Struhsaker
A Foster Care Training Curriculum Model: Learning from Rural Communities.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- 27 Apr 88
NOTE- 19p.; Paper presented at the Meeting of the Colorado National Association of Social Workers (Northglenn, CO, April 27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Delivery Systems; *Educational Development; *Foster Care; Foster Children; *Foster Family; *Needs Assessment; Program Design; Rural Areas; *Social Workers; Training Methods
IDENTIFIERS- Colorado
A survey of foster care workers and foster families in three rural Colorado counties identified needs for developing a foster care training program. The survey gathered information on the extent of current training, the importance of including foster parents and workers in a training program, types of training that should be used, and an assessment of current written materials and their dissemination. Six foster care workers and six foster care families were used in the study. Data on the foster care families was provided by the foster mother in all cases. Foster care had been provided by two families for less than a year, and between 1 and 4 years by three families. One foster care woman had been providing care for 13 years. About 66% of respondent foster care workers were married, with most being between the ages of 40 and 45. Other findings illustrated a generally poor quality of orientation and training. It is extremely important to train foster care workers and parents according to a standard, which has not been the case in Colorado. This study also found little or no standard reference material for rural issues, minorities, or gender differences as they relate to foster children. A proposed model incorporates the ideas and suggestions offered by workers and foster care families. This model, with three educational levels, would be designed to be offered in a traditional classroom setting or as an at-home training process. (TES)

ED 312 119 RC 017 251

Jones, Sue H., Ed.
Focus on the Future: Options in Developing a New National Rural Policy. Proceedings of Four Regional Rural Development Policy Workshops (Minneapolis, Minnesota, September 19-21, 1988; Syracuse, New York, September 28-30, 1988; Birmingham, Alabama, October 3-5, 1988; and Reno, Nevada, October 11-13, 1988).
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York, N.Y.; Department of Agriculture, Washington, D.C.; Department of Labor, Washington, D.C.; Economic Development Administration (DOC), Washington, D.C.; Farm Foundation, Chicago, Ill.
PUB DATE- May 89
AVAILABLE FROM- Ron Knutson, Department of Agricultural Economics, Texas A&M University, College Station, TX 77843-2124.
NOTE- 363p.; For related documents, see ED 304 256-258.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Agriculture; Change Strategies; Economic Change; *Economic Development; Federal Aid; Federal Government; Federal Programs; *Government Role; Poverty Areas; *Public Policy; Rural Areas; *Rural Development; Rural Economics; Rural Education; Workshops

Problems in federal rural policy arise in a number of areas: the extreme economic adversity of rural America, failure to acknowledge the higher cost of providing rural services, failure to distinguish between rural programs and agriculture programs, and failure to address specific rural needs. Papers in this collection examine rural development choices in six major areas: income and employment; education, retraining and relocation; utilizing natural resources effectively; reducing rural poverty; improving rural health delivery systems; and financing and providing rural public services. Generally, papers cover the history and current status of policy in the subject area, critical issues that need to be addressed, justifications for a federal role, policy options and their consequences, and priorities that may be drawn. In each area, workshop participants arrived at a consensus on the preferred policy options in each policy area and these choices are also presented. Papers also consider the federal and state roles in rural development policy in the western, northeastern, north central, and southern regions of the country. The final paper, "Toward a Comprehensive Rural Development Policy," outlines major workshop conclusions regarding rural development, federal policy alternatives, and the requirements for policy change. Appendices present program agendas, biographies of program personalities, members of the national steering committee, members of regional planning committees, a copy of the preconference mail-in survey of participants, participants by state and an alphabetical listing of participants. (DHP)

ED 312 135 SE 050 905

Rezabek, Edward
Water Quality-8th Grade Earth Science, or "Lets Get Relevant."
PUB DATE- 88
NOTE- 14p.; Paper presented at the Midwest Regional Environmental Education Conference (September 22-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Earth Science; *Environmental Education; Grade 8; Junior High Schools; *Science and Society; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Water Pollution; *Water Quality; Water Resources; Water Treatment
IDENTIFIERS- *Iowa
This document describes some experiences in a science/technology/society (STS) program for an eighth grade science course at a small rural school in Iowa. The background information about the school and the general goal of the STS program are outlined. The curriculum structure of the program related to water as a reusable resource is presented. Many activities are provided; including the measurement of the amount of water used by individuals, water testing, and lobbying the legislators. Some instructional strategies related to the program are suggested, including how to motivate students and how to structure teaching activities so as to achieve desired learning outcomes. Evaluation methods for teaching and testing concepts, and use of community resources are described. (YP)

ED 312 152 SE 051 004

O'Hara, Kathryn J.; And Others
A Citizen's Guide to Plastics in the Ocean: More than a Litter Problem. Second Edition.
Center for Marine Conservation, Washington, DC.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.; Society of the Plastics Industry, Inc., New York, N.Y.
PUB DATE- 88
AVAILABLE FROM- Center for Marine Conservation, 1725 DeSales Street, NW, #500, Washington, DC 20036 ($2.00 for postage and handling).
NOTE- 142p.; For related document, see ED 309 045. Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Conservation (Environment); *Environmental Education; *Marine Education; *Plastics; *Pollution; Science and Society; Science Programs; Waste Disposal; *Wastes
IDENTIFIERS- Oceans
This publication gives an overview of the problems caused by plastic debris in the marine environment and describes how citizens and public officials are working together to solve these problems. Chapter I introduces the reader to the problems caused by plastic debris in the marine environment. Chapter II examines the types of debris that are known to cause the most severe problems. Chapter III discusses both the ocean and land-based sources of plastic debris. Chapter IV examines international, federal, and state authorities governing the disposal of plastics in the oceans, particularly entanglement of marine species in discarded plastic materials. Chapter V details how the problems caused by plastic debris are being addressed, and Chapter VI suggests ways that citizens can participate in these efforts. Chapter VII discusses the implications and scope of the problem for the future. Lists of agencies, people, organizations, reports, and other information are appended. (YP)

ED 312 169 SO 020 032

World History/Cultures Curriculum Guide.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 88
AVAILABLE FROM- New Jersey State Department of Education, Distribution Services, 225 West State Street, CN 500, Trenton, NJ 08625 ($3.25).
NOTE- 53p.; Prepared by the Social Studies Curriculum Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Context; *Global Approach; Political Influences; Secondary Education; *Social History; Social Studies; State Curriculum Guides; World Affairs; *World History; World Problems
IDENTIFIERS- New Jersey

In 1988-89, a one-year course in world history/cultures was added to the list of courses required for graduation in the state of New Jersey becoming the third required course in social studies. The course is intended to provide students with historical knowledge to better meet the demands of the world and to make the informed decisions that are s crucial to a democratic way of life. This curriculum guide is designed to stimulate multiple perspectives in the development, modification, and evaluation of such a course. The guide includes a statement of philosophy; a rationale for a world history/cultures course; curriculu guidelines; course objectives; five curriculum approaches; a 27-item resource list of agencies and organizations that could provide more information; an 8-item bibliography; and a feedback form. Course objectives are discussed in terms of knowledge, skills, attitudes, and social participation; each of the objectives are broken down into additional goals and objectives. The five curriculum approaches (two examples of each approach are given) are world history, world cultures world geography, global studies, and international relations. (CT)

ED 312 184 SO 020 271

Sawada, Daiyo
Aesthetics in a Post-Modern Education: The Japanese Concept of Shibusa.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco CA, March 27-31 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analyses/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; Cross Cultural Studies; Cultural Awareness; Cultural Context; Elementary Secondary Education; Foreign Countries; Sensory Experience
IDENTIFIERS- Aesthetics; *Japan; *Shibusa
Even though the presence of Japanese products and technology has become commonplace in North America, the Japanese aesthetic has made little impact on North American society. Know as Shibusa, this aesthetic includes an openness to nature, an appreciation of the irregularities of form, a naturalness of daily life, and is seen in a great variety of forms, from the architecture of the Katsura Palace near Kyoto to an ikebana flower arrangement on a downtown Tokyo street corner. Shibusa may be described as having seven qualities: simplicity, implicitness, modesty, silence, naturalness, roughness, and normalcy. These qualities are each discussed with regard to their possible manifestations in an educational system. The Shibusa, in having no mechanical regularity or quantitative precision, invites participation by the observer because it suggests rather than commands; it opens up new possibilities because it is inherently unfinished. The principle of the unfinished can be contrasted with an opposite principle in traditional pedagogy in which anything left unfinished is seen as a weakness or a deficiency. The shibui sense of the unfinished is seen as a call to participate, an invitation to become; not a cause for reprimand. Shibui beauty is not a beauty displayed by the creator for the viewer to appreciate. Creation here means making a piece that will lead the viewer to draw beauty out of the piece for her/himself, and makes an artist of the viewer. A list of 13 references is given. (PPB)

ED 312 213 SO 020 440

Crosby, Alfred W.; Nader, Helen
The Voyages of Columbus: A Turning Point in World History.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Humanities Council, Indianapolis.; Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- Publications Manager, Social Studies Development Center Indiana University, 2805 East Tenth St., Bloomington, IN 47405 ($6.00, plus $1.00 postage and handling).
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adjustment (to Environment); American Indians; Animals; Biographies; Chronicles; Diseases; Ecological Factors; *Ecology; *Economic Change; Elementary Secondary Education; Environment; Environmental Influences; North American History; Primary Sources; Resource Materials; *Social Change; Social History; Western Civilization; *World History
IDENTIFIERS- *Biological Impact; *Columbus (Christopher); Native Americans; Plants (Botany)
The far-reaching and transforming interactions of the Old World and the New are known today as "the Columbian Exchange." Part 1 of this booklet is an introduction by John J. Patrick dealing with teaching about the voyages of Christopher Columbus. Part 2, "Columbus and Ecological Imperialism," by Alfred W. Crosby, provides an ecological perspective on the conditions and consequences of the Columbian exchange. It discusses how plants, pathogens, and animals moved from one hemisphere to the other and changed natural environments and cultures. The devastating effects of Old World microbes on New World peoples and the subsequent shifts in the genetic composition of populations in the Americas are described. Part 3, "Christopher Columbus: The Hero and the Historian," by Helen Nader points out that one key to understanding the Columbian voyages and their consequences is accurate information about Columbus and his deeds. This requires reliable documents, but in the past, the editions and translations of the pertinent documents have not been trustworthy. Nader uses her own translation of the "Book of Royal Privileges" to provide a reinterpretation of the history of Columbus and his accomplishments. Two abbreviated versions of these primary sources are presented in the appendix along with a chronology of events in the life of Columbus, the family tree of Columbus, and a map of the first voyage of Columbus. The document concludes with a 29-item bibliography. (JB)

ED 312 230 SP 031 530

Miller, Maryrita G., Ed.
Making Connections: Four Educational Perspectives. Occasional Paper Series. AEL Occasional Paper 29.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($7.00).
NOTE- 83p.; Proceedings of Radford University's Symposium for Educational Leaders (Roanoke, VA, February 23-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; Concept Formation; *Cooperative Learning; *Instructional Systems; Learning Strategies; *Teaching Methods; Teaching Styles
This symposium was designed to promote the formation of an instructional system that would incorporate the best instructional methodologies. Four papers were presented, each dealing with an acknowledged approach to teaching. The first paper emphasizes the importance of effective curriculum design, a facet of direct instruction that assists teachers, through the use of explicit frameworks and specific instructional examples, in making connections for students. The second paper presents aspects of 4MAT, a system that assists educators in designing instruction that focuses on all four learning styles. Brain dominance differences are discussed. In the third paper, a model for invitational education is presented, emphasizing the collaborative and cooperative processes in developing a school climate in which learning can be enhanced. The fourth paper explores connections between the need to develop the thinking skills of all students and each of the four instructional approaches, including cooperative learning, direct instruction, invitational education, and learning styles. Graphic notes, "mind maps", accompany the papers to facilitate an organizing schema. Results of evaluations of the symposium follow the presenters' papers, along with an epilogue written by a participant. The symposium agenda and biographical information on the presenters is appended. (JD)

ED 312 246 SP 031 598

Monitoring. Illinois Quality Schools: A Casebook.
Illinois State Board of Education, Springfield. Dept. of School Improvement Services.
PUB DATE- 86
NOTE- 82p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Educational Assessment; Educational Resources; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; Feedback; Homework; *Student Evaluation; Test Use; Time on Task

This publication highlights resources that can increase educators' awareness of, and skill in, monitoring students' progress. The listed resources include: (1) computer search printouts of abstracts from ERIC educational journals and documents; (2) copies and summaries of excerpts from recent literature on monitoring students; (3) listings of resources available from various distributors if unavailable through library loan; (4) information on how to use the ERIC database; and (5) resources agencies in Illinois. (JD)

ED 312 264 SP 031 691

Buchmann, Margret

Breaking from Experience in Teacher Education: When Is It Necessary, How Is It Possible? Occasional Paper No. 129.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing MI ($3.00).
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Cognitive Structures; Elementary Secondary Education; Higher Education; Incidental Learning; Learning Experience; *Learning Processes; *Observational Learning; Preservice Teacher Education; Role Models; *Student Attitudes

The idea that breaks from experience are necessary and salutary in teacher education is a response to an enduring problem of teacher education: the fact that aspiring teachers come to their preparation with set ideas about teaching, learning, and schooling that fit with the larger ideal and institutional order into which they were born. Typically, the pedagogy and school learning aspiring teachers are well versed in is not the sort that teacher educators want them to promote and novices' understanding of children is limited, based on their own experiences. This paper examines the justifications for breaking with experience that center, first, on the limitations of what teachers learn about their work through their experience of schools and, second, on comparisons of teacher learning with socialization processes in other professions. In assessing the call for breaks in experience in teacher education, comparisons of teaching with other professions ignore the extent to which teaching is a general human activity, and thus close to common sense. Not all that is learned through experience is without value, and neither are replacements for the lessons of experience necessarily available or teachable. (Author/JD)

ED 312 294 TM 014 062

Box, George
Research and Training for Quality Improvement.
PUB DATE- Aug 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Statistical Association (Washington, DC, August 6-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Job Training; Management by Objectives; Management Development; *Organizational Development; Organizations (Groups); *Problem Solving; Quality Circles; *Quality of Working Life; *Research; Scientific Methodology; Statistical Analysis; Time Management; Work Environment

Quality improvement in the workplace via scientific techniques of research and training is discussed. Topics addressed include time factors, salient problems and assignable causes, informed observation, experimental design, study location, and training. Requirements for change in the workplace include: change in management attitudes and structure to produce and preserve the designed change in the organization; management training to achieve this aim; concomitant change in each employees' job; and training change to equip employees to carry out their changed roles. It is concluded that by organizing the workforce in problem-solving teams, trained in simple graphical data analysis, it is possible to utilize an enormous resource for creativity and that by equipping engineers with statistical design and graphical analysis tools accompanied by supporting computer software it is possible to facilitate the design of new processes and improvement of old ones. (TJH)

ED 312 309 TM 014 106

Marso, Ronald N.; Pigge, Fred L.
Staff Development Implications from a State-Wide Assessment of Classroom Teachers' Testing Skills and Practices.
PUB DATE- Oct 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Classroom Techniques; Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Principals; *Secondary School Teachers; *Staff Development State Surveys; *Supervisors; Teacher Effectiveness; *Teacher Made Tests; Teacher Supervision; Teaching Methods; *Test Construction; Test Use
IDENTIFIERS- Ohio; *Teacher Competencies
This paper presents staff development implications for elementary and secondary school teachers which were gleaned from assessments of classroom teachers' testing needs, resources, practices, and proficiencies made by 586 supervisors and principals and 326 teachers in an Ohio study. These assessments included direct analyses of teacher-made tests as well as perceptual assessments of teachers' testing needs and proficiencies. It was generally agreed that testing proficiencies were not adequate to meet classroom needs. Analyses revealed that typical teachers gave 50 or more formal teacher-made tests each year, for which they wrote most of their own questions. Matching exercises on teacher-made tests were particularly prone to error. Most teacher-made tests, except in mathematics and science, functioned primarily at the knowledge level. Administrators' and teachers' perceptual assessments of teachers' testing skills were negatively correlated with the results of direct analysis of teacher testing skills as displayed in their teacher-made tests. Standardized tests were reported to be less needed in the secondary than in the elementary grades. Schools had very limited support services, such as typing and duplication, available to support the testing responsibilities of their teachers. Two tables present study data. (Author/SLD)

ED 312 351 UD 027 092

Focus on Urban Education.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Apr 86
NOTE- 13p.; For related documents, see UD 027 093-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Program Descriptions; *Program Implementation; Public Education; Remedial Programs; School Districts; *School Effectiveness; State Aid *State School District Relationship; Student Needs; Supplementary Education; *Urban Education; Urban Problems
IDENTIFIERS- Effective Schools Research; *New Jersey Department of Education; New Jersey Public School Education Act 1975; *State Role
New Jersey's Public School Education Act of 1975 requires local school districts to provide students with "thorough and efficient" educational opportunity. This report describes State initiatives carried out as of April 1986 to help urban districts comply with the act's mandate in the face of the particularly complex and concentrated problems faced by those districts. The report is divided into five parts. A background section describes State Department of Education reorganization, examines the context of urban education, and summarizes findings of effective schools research. Next, a section called "Activities on Behalf of Urban Education" outlines the following initiatives: (1) a seminar for urban educators; (2) State creation of 11 Urban Specialist positions; (3) creation of an Urban Education Advisory Committee; (4) location of the Regional Curriculum Services Unit-North (RCSU) in an urban community; (5) funding of programs for urban dropouts; (6) creation of a Special Assistant for Urban Education position; (7) an urban initiative consisting of the Broad-Based Assistance Program and Operation School Renewal; (8) compensatory education aid; (9) summer remedial assistance with the High School Proficiency Test (HSPT); and (10) vocational education programs. "Activities Relevant to Urban District Improvement," summarizes seven State initiatives bearing on the needs of urban districts, while the fourth section, "Initiatives on Behalf of All New Jersey Schools and Students" describes nine additional State efforts benefiting urban schools. A final section provides a brief conclusion. (AF)

ED 312 365 UD 027 131

Richman, Barbara Smey
Involvement in Learning for Low-Achieving Students.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Cognitive Ability; Educational Improvement; Elementary Secondary Education; *Low Achievement; *Performance Factors; Program Descriptions; Student Attitudes; *Teaching Methods
This resource document is one of a series of nine resource documents, each of which addresses a separate factor in the "Assessment of School Needs for Low-Achieving Students" survey that can help determine a student's academic success and each of which contains information that responds to specific survey items. This document addresses the factor of student involvement; it reviews factor-related research and presents the implications for teaching practice. In additional to a preface, the document contains four chapters. The first, "Review of the Problem," includes the following sections: (1) cognitive ability; (2) task performance; (3) attribution of success or failure; and (4) cultural differences. The second chapter, "Teaching Implications," includes the following sections: (1) metacognition; (2) success, effort, and failure; (3) motivation; and (4) cooperation versus competition. The "Summary" chapter presents recommendations for teaching strategies, and the fourth and final chapter, "Sample Education Programs," presents overviews of five sample projects, each including a description, targeted audience, review of effectiveness, costs, and name and address of contact person. The following projects are included: (1) Cooperative Integrated Reading and Composition; (2) Higher Order Thinking Skills; (3) Learning to Learn; (4) Prevention of Academic Failure; and (5) Team Accelerated Instruction. An 80-item reference list is included. (WS)

ED 312 002 JC 890 511

Export Now: A Practical Guide for U.S. Minority and Small Business Exporters.
American Association of Community and Junior Colleges, Washington, D.C. Minority Business Enterprise Project, Washington, DC.
SPONS. AGENCY- Department of Commerce, Washington, DC. Minority Business Development Agency.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Business Communication; *Business Education; Community Colleges; *Entrepreneurship; Exports; *International Trade; *Minority Groups; School Business Relationship; School Community Programs; *Small Businesses; Two Year Colleges

This guidebook was designed to orient minority entrepreneurs to the basics of international trade. Market research and strategy are examined, as well as finance, contract negotiations, trade logistics, and business communications. Part I acknowledges that small firms often lack the resources to take even the first step in developing the knowledge, skills, and capabilities needed to sell goods and services abroad, but notes the growing efforts of federal, state, and local agencies to assist entrepreneurs in exporting. Parts II and III discuss the role of minority and small business exporters, and list right and wrong reasons for entering the international marketplace. Part IV lists five steps to profitable exporting: (1) international market research, including a sample market analysis of computers and peripherals in an imaginary country; (2) international strategic planning and marketing implementation, including examples of successful strategies and a list of the factors influencing export production; (3) international trade finance and contract negotiations, including information on exchange rates, factors affecting prices, sample costing sheets, the identification of reliable partners in export finance, and international sales contracts; (4) international trade logistics and tax incentives, including guidance on freight forwarders and documentation, minimizing risk for exporters and commercial banks, and optional tax incentives for exporters; and (5) international business communications, including advice on understanding cultural differences, building mutual respect, and written and oral communications. Section VI offers guidelines for developing an international business plan. A glossary of terms and a brief bibliography are attached. (AYC)

ED 312 016 JC 890 526

Lightfield, E. Timothy; And Others
Challenges toward the Year 2000: A Report of the Chancellor's Task Force on the Role of the Virginia Community College System in Economic Development.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Oct 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Literacy; *College Role; *Community Colleges; Community Development; *Economic Development; Economic Factors; Educational Finance; Educational Objectives; Financial Support; *Literacy Education; *School Business Relationship; Small Businesses *Statewide Planning; Technical Assistance; Technology Transfer; Two Year Colleges
IDENTIFIERS- *Virginia
Developed for consideration by the Chancellor and Virginia State Board of Community Colleges, other public officials, and all citizens of the Commonwealth, this task force report examines the future of Virginia's community colleges in economic development and workplace literacy. The report sets forth ten challenges which stand as obstacle to the full realization of the state's potential for economic development and adult literacy and recommends and describes strategies for dealing with them. Underpinning the recommendations are five primary goals for the colleges: playing a proactive role in the local community; forming and advancing partnerships and collaboration with other institutions, agencies, and the corporate workplace; responding to demands for workplace literacy and training; and seeking increased funding. The ten challenges concern: (1) strategic planning for economic growth; (2) providing Virginia businesses with access to new technologies, technical data, and technical assistance; (3) preparing individuals, businesses, and industries to compete in a global economy (4) intensifying direct support for small businesses; (5) providing corporate training and retraining; (6) actively participating in adult literacy initiatives; (7) maximizing resources within the Virginia community college system; (8) maximizing resources within the Commonwealth; (9) positioning each college as a major educational resource for local community development; and (10) obtaining adequate and equitable financial support. Information on the charge, purpose, and membership of the task force is included. (AYC)

ED 312 029 PS 017 992

Rosenthal, Miriam K.
Daily Experiences of Toddlers in Three Child Care Settings in Israel: Family Day Care, Center Day Care and Kibbutz.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care; *Educational Quality; *Family Day Care; Foreign Countries; Predictor Variables; *Program Content; *Toddlers
IDENTIFIERS- *Israel; *Kibbutzim; Program Characteristics
Observations were conducted in Israel on 47 toddlers in sponsored family day care, 18 toddlers in community-based center day care, and 2 toddlers in kibbutz children's homes in an effort to identify differences in the three types of care. Particular attention was given to characteristics of users and caregivers, experiences generated by the educational environment, and toddlers' behavior. Findings showed n differences between family day care and centers in caregivers' characteristics (except for experience), educational program, and quality of physical environment. In centers, caregivers offered interaction of a poorer quality and the emotional tone of the program was less relaxed than in family day care. But no differences were observed in the children's behavior. Kibbutz child care rated highest on all structural indicators of quality: small groups; high adult-to-child ratio; education, training, and experience of caregiver and physical environment. Although there were no differences in the behavior of caregivers in kibbutz and family day care, kibbutz childre engaged more than family day care children in positive learning experiences and social behavior. Analyses supported the contention tha the quality of the educational environment, rather than the type of child care, determines differences in learning experience. (Author/RH)

ED 312 044 PS 018 289

Evans, Judith L.
Developing an Early Childhood Care and Development Strategy for the '90s.
PUB DATE- Jul 89
NOTE- 15p.; Paper presented at the International Conference on Early Childhood Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; *Early Childhood Education; Educational History; *Educational Needs; Foreign Countries; *Futures (of Society); Global Approach; *Policy Formation; *Success
This document highlights some of the major accomplishments in early childhood care and development in the 1970s. Accomplishments noted include the following: (1) Practitioners were able to "sell" many people on the importance of early childhood care and development based on the economics of the investment; (2) Practitioners created an abundance of strategies for the provision of preschool education for children of 3-6 years of age; (3) Practitioners created a range of training and dissemination systems in order to make early childhood programing available to a wider audience; and (4) Practitioners demonstrated that the most effective programs are those which integrate health, education, nutrition, social, and economic development programs, and that younger children benefit from such interventions more than older children. Practitioners are just beginning to see movement toward greater collaboration between government, donor agencies, and nongovernmental organizations. The discussion raises questions related to the accomplishments of the 70s and articulates some of the challenges facing those with a stake in the 1990s. (RH)

ED 312 198 SO 020 300

Covey, Marvin L.; Covey, Marjorie A.
Learning about Oregon: Symbols, Legends and Facts. A Source Book for Elementary Teachers. Revised.
Oregon State Dept. of Education, Salem.
PUB DATE- 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- American Indians; Biographies; Class Activities; Elementary Education; Geographic Regions; Geography; History Instruction; Instructional Materials; Learning Activities; Resource Materials; *Social Studies; *State History
IDENTIFIERS- *Oregon
This compendium of information and ideas is intended as a resource for teachers introducing the study of Oregon history to elementary school children. Brief discussions of 42 topics are followed by suggestions for classroom activities using this information. The topics include the various state symbols, Indian legends, the origin of the state name, geographical facts about Oregon, and important people in Oregon's history, including: John McLoughlin, Tabitha Brown, Meriwether Lewis, William Clark, Sacagawea, David Douglas, Jason Lee, George Washington Bush, Abigail Scott Duniway, Chief Joseph, Tom McCall, and Sylvester C. Simpson. Enlarged illustrations of Oregon symbols are provided for teachers who might wish to reproduce them for classroom use. A concluding section contains brief descriptions of each county in the state of Oregon. (JB)

ED 312 279 TM 014 023

Bodenhausen, Judith
Do Public and Private Schools Differ in the Performance of Their Students on Advanced Placement Tests?
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advanced Placement Programs; *Catholic Schools; College Bound Students; *College Entrance Examinations; Comparative Analysis; Higher Education; High Schools; *High School Students; *Performance; Predictor Variables; *Private Schools; *Public Schools; Test Results
IDENTIFIERS- *Advanced Placement Examinations (CEEB)
Whether there is a difference in the performance of public school and private school students on the advanced placement (AP) tests of the College Board was studied. The sample was composed of 216 public high schools, 32 Catholic high schools, and 24 other private high schools in Northern California, all of which gave their students at least five AP examinations. Subsamples were used to compare schools in the same locality. In the sample as a whole, private school students slightly (but not significantly) outperformed public school students. In a subsample of 148 schools, comprised of 44 schools with highly developed preparation programs and 104 schools which might compete for students with these schools, Catholic school students were outperformed by public school students, and public school students were outperformed by other private school students. Catholic schools were less likely than other private schools to have highly developed programs of preparation for the tests. This study demonstrates that the sector the school occupies has no significant influence on this aspect of student performance and illustrates the importance of the quality of the school's program on performance on AP tests. Four tables give information on students test results. (SLD)

ED 312 323 UD 026 924

Education and Society Special Supplement. A Pull-Out Activity Section for Classroom Use.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
SPONS. AGENCY- PepsiCo Foundation, New York, NY.
PUB DATE- 88
NOTE- 17p.; For related document, see EJ 371 134 and UD 027 003.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022
DESCRIPTORS- *Career Development; Career Education; *Class Activities; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Racial Discrimination; *Relevance (Education); *Sex Bias; Teaching Guides; Workbooks

The 12 activities in this special section of "Education and Society" focus on the connection between education and the world of work. The goals are to help students understand their relationship with the working world, to see the diversity among workers, and to consider such issues as racism and sexism in this context. The activities are divided into three equal sections: elementary school, middle school, and secondary school. The elementary school activities are designed to help students become more aware of job diversity. They comprise the following activity sheets: (1) "Parents at Work"; (2) "Food of All Kinds"; (3) "Whose Job Is This?"; and (4) "The World of Work." The middle and high school activities focus on issues of stereotyping and discrimination, as well as helping students see the relationship between their education and entry into the world of work. The middle school activities comprise the following activity sheets: (5) "What's My Line?"; (6) "Community Jobs"; (7) "What Are Your Job Skills?"; and (8) "Interview Questions--What's Allowed?" The high school activities comprise the following activity sheets: (9) "Your Ideal Employee"; (10) "Planning Ahead"; (11) "Prejudice in the Workplace"; and (12) "Corporations and Schools Working Together." Teacher's notes for each activity include the activity's objective and suggestions for use in the classroom. (FMW)

ED 312 337 UD 027 070

Frazer, Linda
1987-88 Dropout Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jan 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Grade 7; Grade 9; High Risk Students; Longitudinal Studies *Racial Differences; Secondary Education; *Student Attrition; Urban Schools
IDENTIFIERS- *Austin Independent School District TX
This document comprises a summary of dropout statistics for the Austin (Texas) Independent School District for 1983-84 through 1987-88. The following dropout counts are reported: (1) the school-year and annual dropout counts for 1983-84 through 1987-88; (2) the current status of the entering ninth graders of years 1983-84 through 1987-88; and (3) the current status of entering seventh graders of years 1985-86 1986-87, and 1987-88. The following major findings are discussed: (1) slightly more (27.8 percent) of the students who entered ninth grade for the first time in 1984-85 have dropped out than those who entered in 1983-84 (26.7 percent); (2) the four-year dropout rate for the 1984-85 group comprised 38.7 percent Hispanics, 28.6 percent Blacks, and 23.2 percent Whites; (3) the high school dropout rate for 1987-88 (10.7 percent) is 0.5 percent point higher than the school-year rate for 1986-87 and the same as the school-year rate for 1985-86; (4) the school-year dropout rate for Blacks in grades 7-8 and 9-12 was lower in 1987-88 than in 1986-87, but the rates were higher for Hispanics and Whites; and (5) the school-year dropout rate for 1987-88 seventh- and eighth-graders as of July 1988 (5.9 percent) is 0.4 percentage point lower than 1986-87 and 0.8 percentage point higher than 1985-86, but the lower rates for 1987-88 may be the result of improved reporting procedures for transcript requests by junior high school students. Summary statistical data are included on ten tables. (FMW)

ED 312 136 SE 050 906

Lynchard, Becky; And Others
Mathematics Teaching Modules. Basic Skills Assessment Program Grade Three.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE- Aug 89
NOTE- 143p.; For the grade five module, see SE 050 907.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Mathematics; *Grade 3; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; *Mathematics Skills; *Mathematics Tests; Primary Education
IDENTIFIERS- *Mississippi
This document contains teaching modules based on 17 objectives for grade 3 mathematics. The modules may be used for program evaluation and curricular planning as well as detailed outlines for classroom activities. Each module has eight sections: (1) "Objective"; (2) "Explanation of Objective"; (3) "Prerequisite Skills"; (4) "Vocabulary"; (5) "Lesson Plan Outline" (providing suggestions for introducing the objective, daily activities, and a culuminating activity); (6) "Materials" (listing needed manipulatives and exhibits); (7) "Sample Test I"; and (8) "Sample Test II." The appendices include: "Mississippi Basic Skills Mathematics--Grade 3"; "Grade Three--Answer Key to Sample Tests"; and "Diagnostic/Prescriptive Evaluation Sheets" (third grade Basic Skills Assessment Program mathematics objectives). (YP)

ED 312 185 SO 020 272

Mixell, Deborah J.
An Annotated Bibliography of the Research Comparing Academic Achievement and Attitudes of Students in Coeducational and Single-Sex Secondary Schools.
PUB DATE- 89
NOTE- 52p.; Course requirement, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Accountability; Annotated Bibliographies; *Coeducation; Educational Assessment; Educational Quality; Heterogeneous Grouping; Homogeneous Grouping; Outcomes of Education; Private Education; Private Schools; Public Education; *School Effectiveness; Secondary Education; *Single Sex Schools
In the United States and in most of the world, a recent trend in education has been movement away from single-sex secondary schooling and toward coeducation. Single-sex schools are closing or merging for reasons that often have very little to do with the academic merits of coeducation or single-sex education at the secondary level. This study examines current research comparing these two school types and draws conclusions that call into question the wisdom and educational effectiveness of coeducation. Recommendations offered for future action include: (1) that faculty and administration renew their commitment to the purpose of education, (2) that schools work at creating an environment for learning, and (3) that states encourage and support private single-sex schools. A brief historical overview of coeducation and a discussion of two major studies of the two school types are followed by a 27-item annotated bibliography of research on the topic of gender-composition of secondary schools. This material is presented under broad categories: (1) the effects of coeducational and single-sex schools on the school environment; (2) the effects of coeducational and single-sex schools on academic achievement of students; (3) the effects of coeducational and single-sex schools on overcoming traditional sex-role stereotyping in education; and (4) the effects of coeducational and single-sex schools on the academic performance of female students. A 43-item bibliography of works cited is included. (JB)

ED 312 247 SP 031 600

Reynolds, Maynard C., Ed.
Knowledge Base for the Beginning Teacher.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($85.00).
NOTE- 305p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; Educational Environment; Elementary Secondary Education; Foundations of Education *Knowledge Level; *Research Utilization; *School Effectiveness; *Teacher Education; *Teacher Effectiveness; *Teaching Skills; Theory Practice Relationship

This book is an attempt to define the knowledge that beginning teachers should possess and addresses the difference between the "state of the art" and the "state of practice." It begins with three chapters that deal explicitly with general knowledge about teaching. Pedagogy is treated in chapters 4 through 8. These chapters deal with foundational information about learning principles and classroom climate. The text then moves to a discussion of the learner in context: how personal, social, and political factors and contexts affect the educative process how they influence learning environments; and what the teacher can do to make those environments productive. Subsequent chapters deal with subject-specific pedagogy as well as the teaching of the basics of reading, writing and arithmetic. The book also comments on the teacher as a professional, legal rights and responsibilities, and the ethical dimensions of teaching. The volume ends with synthesis of insights on themes which emerge from these statements on the teacher as a professional and the implications regarding the impact teachers have in schools. (JD)

ED 312 030 PS 018 059

Cotton, Kathleen; And Others
School Improvement Research. Series III, 1988-89.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89

NOTE- 65p.; For related document, see ED 291 145.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Critical Thinking; Definitions; Early Childhood Education; *Educational Improvement; *Educational Research; Elementary Secondary Education; Guidelines; Literature Reviews; *Parent Participation; Program Descriptions; *Questioning Techniques; *Reading Instruction
IDENTIFIERS- *Staffing Patterns

This is a collection of school improvement materials from the Northwest Regional Educational Laboratory (NREL) school improvement research series. A topical synthesis, two "close-ups," and four "snapshots" focus on core aspects of early childhood education (ECE) and elementary education. The topical synthesis examines: (1) what well-designed research studies reveal about the long- and short-term effects of ECE: (2) whether different effects are produced by different program models; and (3) whether different populations of students respond differently to ECE in general or to particular schooling. Each NREL close-up provides detailed information on a single topic. Close-ups include a definition, a discussion of practice, and an annotated bibliography. Close-ups in this collection focus on classroom questioning and parent involvement in education. The NREL snapshots describe effective practices in the settings in which they are used. Snapshots collected here concern a literature-based reading instruction program at Pine Butte Elementary School in Colstrip, Montana; creative staffing arrangements at the Lynch Wood Elementary School in Portland, Oregon, and the Mukilteo School District in Everett, Washington; critical thinking across the curriculum at Aloha High School in a suburb near Portland, Oregon; and parent involvement at Spring Glen Elementary School in downtown Seattle, Washington. (RH)

ED 312 045 PS 018 290

Hansen, Kenneth H.
Early Childhood Education: Policy Issues.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 1 Aug 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Early Childhood Education; *Educational Policy; *Program Design
Policy issues in the area of early childhood education are discussed in this document prepared for the Chief State School Officers of the Northwest and Pacific. Particular attention is given to: (1) the scope of early childhood education; (2) academic, developmental, economic, and political purposes of early childhood education; (3) targeted groups; (4) shared responsibilities of stakeholders; (5) certification and credentialing; and (6) determination of who does and does not benefit from programs. It is concluded that even though the dichotomy between education and care is probably necessary for policy purposes, the dichotomy does not reflect the intrinsic interconnection of care and education. Because education and care are unified in the child, services should be child-centered, and the viewpoints of families, agencies, and institutions that impinge on the child must be understood and respected. (RH)

ED 312 061 PS 018 327

Rich, Dorothy
Schools and Families: Issues and Actions.
National Education Association, Washington, D.C.

PUB DATE- 87
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0276-8, $9.95).
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administraive and Support Staff, and for Teachers, Parents Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Community Action; *Demography; Educational Change; Educational Needs; Elementary Education; Family (Sociological Unit) *Family Involvement; *Family School Relationship; Guidelines; Home Programs; *Home Schooling; *Parent Participation; Policy Formation; *School Activities

This guide discusses policies and programs that help families contribute to and support educational excellence. Chapter 1, on the significance of family involvement, covers increased student achievement; home learning activities; improved student behavior; family and teacher acceptance; benefits to parents, teachers, and the community; basic involvement models; and the process of translating research into action. Chapter 2 discusses what people want from schoo in terms of public perspectives, parent concerns, schools and the nee of families, student and teacher perspectives, and similarities betwe parents and teachers. Chapter 3 offers recommendations for action concerning the family, teachers and schools, and the community. The effect of family demographics on schools is discussed in Chapter 4, which emphasizes family changes and their implications for educationa policy, characteristics of parents and children, and current and predicted numbers of school children. Sample home learning activities are described in Chapter 5, which focuses on thinking and reasoning, the development of discipline, and teaching about alcohol and tobacco Appendices provide an article on families as educators; a list of references and reports on family involvement; several papers on the parent involvement movement; opinions on the community gap in educati reform; recommendations for policymakers; and a discussion of educational partnerships. Over 75 references are cited. (RH)

ED 312 076 PS 018 357

Children and Youths: About 68,000 Homeless and 186,000 in Shared Housing at Any Given Time. Report to Congressional Committees.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
PUB DATE- Jun 89
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each).
NOTE- 43p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; *Family Problems; *Homeless People; *Incidence; *Individual Characteristics; Tables (Data); *Youth
IDENTIFIERS- *Estimation

In compliance with Section 724 of the Stewart B. McKinney Homeless Assistance Act of July 22, 1987 (Public Law 100-77), this GAO report to Congressional Committees provides estimates of the number of homeless children and youth in all states. Estimates are reported, along with additional information on subgroups for whom it was not possible to obtain unduplicated counts. Findings indicate that on a given night, about 68,000 children and youth of 16 and younger may be members of families that are literally homeless. Of these children and youth, about 25,500 are likely to be in urban shelters and hotels; about 21,800 in suburban and rural areas; about 4,000 in churches; about 9,000 in abandoned buildings, cars, or public places; and about 7,700 in various other settings. In addition to children and youth who are literally homeless, nearly 186,000 may be precariously housed in shared housing. These estimates do not include homeless runaway children and youth. Appendices include a review of objective, scope, and methodology; estimates of the number of homeless children and youth; characteristics of children and youth in urban shelters; homeless children and youth not included in the estimates; the number of families served annually; methods of comparison with other estimates; experts consulted; and major contributors to the report. (RH)

ED 312 092 PS 018 378

Nemiroff, Joanne
Enhancing Developmental and Academic Skills in Kindergarten Children through Modality-Based Instruction.
PUB DATE- 89
NOTE- 219p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; Inservice Teacher Education; *Kindergarten Children; *Learning Modalities; *Models; Parent Participation; *Parents as Teachers; Primary Education; Program Effectiveness; Teacher Improvement
IDENTIFIERS- *Modality Based Instruction
An elementary school teacher and counselor designed a practicum which provided a model that teachers and parents used to enhance the developmental and academic skills of kindergarten children. The major goal was to increase the acquisition of skills through the child's preferred learning modality. Teachers and parents were given training that increased their knowledge and understanding of: (1) children's developmental needs, strengths and weaknesses; (2) developmental screening tests; (3) modality preferences; and (4) modality-based instruction. Students' preferences were determined through formal assessment. A modality-based developmental curriculum guide was developed and used for small group instruction. Teachers developed an understanding of developmentally appropriate curriculum, an awareness of learning style, and a recognition of the ways in which their own modality preference was manifested in their teaching methods. Parents became familiar with observational techniques for identifying the method by which their child learned best. Students demonstrated progress in developmental areas addressed in instruction. Findings suggest that modality-based instruction may be successful with students who have difficulty in acquiring skills with the methods used in classroom instruction. Over 20 appendices provide related materials. (Author/RH)

ED 312 106 RC 017 227

Community Health Centers and the Rural Economy: The Struggle for Survival.
National Association of Community Health Centers, Washington, DC.; National Rural Health Association, Kansas City, MO.
PUB DATE- Dec 88
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Clinics; *Community Health Services; Economic Change; *Financial Aid Applicants; Financial Needs; *Financial Problems; Income; *Institutional Survival; Migrant Health Services; National Surveys; Rural Areas; *Rural Economics; Tables (Data)
IDENTIFIERS- Public Health Service; *Rural Health Clinics

The intent of this project was to determine the financial impact of the rural economic crisis on rural community health centers. A 1986-87 survey reported changes in accounts receivable, bad debt, and sliding fee use, and the effect such changes may have on the cash position of rural community health centers. Of 284 rural community and migrant health centers, 183 surveys were returned, a 64% response. The data was compared with independent Public Health Service data. This final report confirms 1987 increases of 12.33% in sliding fee users; 11.23% in sliding fee discounts; 27.84% in medical bad debt; and 14.71% in medical accounts receivable. Nationwide, all centers experienced a decrease in cash position of $13,458,494 in 1987 over 1986. That means the centers needed $13.5 million more than they had available from income. The only way to fund this deficit would be to use cash reserves, increase debt, or increase accounts payable at the end of the year. There is a wide range in the regional impact. Some regions are experiencing a crisis, while others may be stable. This report verifies that there is significant economic stress in rural areas and shows that this stress has resulted in an increasing number of people unable to pay for health services. While centers have attempted to respond, they are losing the battle. If the trend is not stopped, many centers will not survive. (Author/TES)

ED 312 170 SO 020 054

New Swedish Cultural Environment Protection.
Ministry of Education and Cultural Affairs, Stockholm (Sweden).
PUB DATE- Jan 89
NOTE- 9p.; Document is also available in separate German and French language versions.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Context; Cultural Education; Environmental Standards; Foreign Countries; *Government Role; Museums; *Preservation; *Public Policy
IDENTIFIERS- Built Environments; *Cultural Preservation; Heritage Education; *Sweden

Current Swedish cultural policy was laid down in 1974. It was decided that one of the aims of that policy must be to ensure that earlier periods of history would be preserved and brought to life. The Government Bill (Prop. 1987/88:104) on protection of the cultural environment is concerned with helping the general public understand that cultural qualities inherent in the urban and man-made rural environment need to be preserved. The aims of cultural environment protection are to: (1) preserve and invigorate the cultural heritage; (2) achieve continuity and harmony in contemporary development of the external environment; (3) promote local cultural identity; (4) counteract threats to the cultural environment; and (5) increase awareness of aesthetic values and historical contexts. Priority is given to the following: (1) measures to counter the impact of air pollution and acidification on cultural assets, (2) care of man-made landscape, archaeological remains and buildings, and (3) popular education, citizen involvement, and synthesis of existing knowledge. Cooperation between cultural environment protection authorities and museums needs to be developed, at both central and regional levels. The museums should be capable of taking responsibility for knowledge banks, expertise, and services. The Cultural Heritage Act provides statutory safeguards for archaeological remains, historic buildings, the ecclesiastical heritage, and artifact exportation regulations. (PPB)

ED 312 199 SO 020 307

Orend, Richard J.
Socialization and Participation in the Arts. Research Division Report #21.
National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- 88
NOTE- 57p.; For related documents, see ED 283 768, ED 264 168, ED 230 450, ED 206 521-523, and ED 221 435.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; *Art Appreciation; *Audience Analysis; *Audience Participation; *Fine Arts; *Music Appreciation; *Socialization; Social Sciences; Social Theories; Surveys; Theater Arts

While the capacity to recognize and appreciate beauty may be inborn in all of us, participation in the arts as an audience or artist usually involves a learning process. What is the relationship between childhood and early adult experiences with the arts and later participation? In 1982, with funding from the National Endowment for the Arts, the Census Bureau conducted a "Survey of Public Participation in the Arts" (SPPA) to gather preliminary information. The SPPA data permits analysis of three basic subjects: the patterns of socialization in the arts, the relationship of those patterns to adult participation in arts-related activities, and the relationship of socialization patterns to increased participation. The SPPA asked 11 questions about arts-related experiences occurring prior to age 24, covering the areas of arts lessons, appreciation classes, and attendance at arts-related events. About 70 percent of all respondents had some kind of socialization experience. Patterns of adult participation are measured through audience participation, media-related participation, and direct participation. The data reveal a general downward trend with increasing age with some exceptions in intermediate age groups. The SPPA data draw these conclusions: (1) early socialization in the arts is reflected in higher rates of adult participation; (2) socialization between the ages of 18 and 24 is an especially important predictor; (3) audience participation predictors do not work as well as artist or performer predictors; and (4) lessons and appreciation classes are more closely related to high levels of adult participation than audience-socialization activities. Twelve tables and five figures showing SPPA data are included. (PPB)

ED 312 231 SP 031 534

Veenman, Simon
On Becoming a Teacher: An Analysis of Initial Training.

PUB DATE- Oct 87
NOTE- 33p.; Paper presented at the Conference on Education of the Worlc
Basque Congress (2nd, Bilbao, Spain, October 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary
Secondary Education; Foreign Countries; Higher Education; *Individual
Development; Meta Analysis; Preservice Teacher Education; Student
Motivation; Teacher Attitudes; *Teacher Education Programs; *Teacher
Orientation; Teacher Student Relationship; *Theory Practice
Relationship

This paper presents a comprehensive review of international research on the problems of beginning teachers facing "reality shock" in their first years of teaching. A discussion is given on the question of how teacher educators could anticipate the problems their students will encounter when they enter the profession. Particular focus is on induction programs and measures to improve the mode of new teachers' entry into teaching. Three frameworks for looking at the development of the beginning teacher are presented. From the viewpoint of these developmental frameworks, the threshold period that confronts the beginning teacher is considered as a transitional state to a higher level of development. In discussing how teacher training programs can be improved, it is pointed out that the quality of teacher education programs is only one way of improving and maintaining a highly qualified teaching staff in the schools, and that good teacher education is a necessary ingredient but insufficient by itself to produce better teachers. Over 90 references are listed. (JD)

ED 312 265 SP 031 695

Yount, Rebecca, Ed.; Magurn, Nancy, Ed.
School College Collaboration: Teaching At-Risk Youth. Conference Proceedings of the Council of Chief State School Oficers (Baltimore, Maryland, May 8-11, 1988).
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- May 88
AVAILABLE FROM- Nancy Magurn, Council of Chief State School Officers, 400 North Capitol Street, NW, Suite 379, Washington, DC 20001 ($10.00).
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; Collegiality; *Cultural Influences; *Disadvantaged Youth; Elementary Secondary Education; Higher Education; *High Risk Students; Learning Processes; *Minority Groups; Teacher Effectiveness; Teaching Methods; Teaching Styles

Presenters at this conference on teaching at-risk youth focused on the following topics: (1) effective teaching approaches to reach different types of learners; (2) improving the school-as-workplace through collaboration among and support of teachers; (3) successful teaching practice for at-risk students; (4) the cultural orientation of black youth and its influence on their school achievement; and (5) a blueprint for action by higher education to promote the success of disadvantaged youth. Also presented were a teacher's first hand view of a culturally diverse urban high school; a research-based proposal, recognizing teaching as a deeply intellectual activity, for strengthening teacher induction programs; and the mission of the National Board for Professional Teaching Standards--and how concern for at-risk youth is part of that mission. Closely-linked themes were reiterated throughout: the need to redesign and restructure the nineteenth century model of schooling now relied upon; and the need for real respect for cultural and ethnic diversity in the curriculum and social organization of schools. (JD)

ED 312 280 TM 014 028

Lord, Frederic M.
Applications of Item Response Theory to Practical Testing Problems.
PUB DATE- 80
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 ($39.95).
NOTE- 274p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Adaptive Testing; Estimation (Mathematics); Evaluation Problems; *Item Analysis; *Latent Trait Theory; Mastery Tests; Scores Scoring; Test Construction; *Testing Problems; *Theory Practice Relationship
IDENTIFIERS- Classical Test Theory; Information Function (Tests); Item Parameters

The purpose of this book is to make it possible for measurement specialists to solve practical testing problems through the use of item response theory (IRT). The topics, organization, and presentation are those used in a 4-week seminar held each summer for the past several years. The material is organized to facilitate understanding; all related materials are not always in the same chapter. Chapter 1 provides a perspective on classical test theory, and Chapter 2 is an introduction to IRT. Chapter 3 discusses the relevance of IRT to conventional item analysis. Chapter 4 presents the information essential for understanding IRT, test scores, and ability estimates as functions of item parameters. Chapter 5 presents information functions basic to most IRT applications. The remaining chapters are generally independent of each other, so that the reader may choose the topics of his/her special interest. Topics include: (1) the relative efficiency of two tests; (2) the optimal number of choices per item; (3) flexilevel tests; (4) two-stage procedures and multilevel tests; (5) tailored testing; (6) mastery testing; (7) estimating ability and item parameters; (8) equating; (9) study of item bias; (10) omitted responses and formula scoring; (11) estimating true-score distributions and (12) estimating true-score distributions for two tests. (SLD)

ED 312 295 TM 014 063

Plewes, Thomas J.
Pointing the Way: Data, Analysis, and Decisionmaking.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; *Data Collection; *Decision Making; Employment Statistics; *Federal Government; *Policy Formation; Statistical Analysis; *Statistical Data; Statistical Surveys
IDENTIFIERS- Bureau of Labor Statistics
The relationship of policy and decision making to statistical data and analyses is discussed. The optimal relationship, in which statistics play a key role in funding allocation and other policy decisions, rarely holds. Most surveys by statistical agencies are on a large scale, with a broad focus, resulting in databases which are difficult to maintain and modernize. Because of this, policy-makers have not been able to rely on statistical agencies for relevant statistical data and have had to collect their own data and do their own statistical analyses. The increased statistical sophistication of policy-makers has been reinforced by the opening of the data-gathering process by statistical agencies, the computer revolution, and the devaluation of the "monopoly of expertise" of government statisticians. Current uses of statistics include funding allocation, economic monitoring, program-specific monitoring, and public policy formation. The responses of the Bureau of Labor Statistics to national employment dislocations in the 1980-82 period, to the increasing numbers of women in the workforce, and to drug use in the workforce are used to illustrate the relationship of statistics to policy formation. (TJH)

ED 312 310 TM 014 108

Balenger, Victoria J.; And Others
Prescriptive Evaluation Plans: A Method of Large-Scale Evaluation in Student Affairs. Research Report #16-19.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling Services; Departments; Evaluation Criteria; *Evaluation Methods; Evaluators; Higher Education; *Program Evaluation; *Self Evaluation (Groups); *Student Personnel Services
IDENTIFIERS- Large Scale Programs; *Prescriptive Evaluation Plans; *Service Delivery Assessment

A method of evaluation that is appropriate for a student affairs department that contains more than one service unit (e.g., a counseling center or student union) is described. A staff member in each service unit is appointed to conduct that unit's self-study, with the consultative help of an experienced evaluation coordinator. For each unit, the evaluation coordinator develops a Prescriptive Evaluation Plan (PEP) to guide the self-study. PEPs suggest how the service unit representative might measure purpose statements against five evaluation criteria: (1) whether the purpose is being accomplished; (2) whether the purpose is being accomplished in a user-friendly manner; (3) whether the purpose is being accomplished in a cost-effective manner; (4) whether the purpose is being accomplished in an efficient manner; and (5) how the purpose promotes student development. While this method capitalizes on the expertise of those who administer the services being evaluated, it also provides the structure and support necessary for a systematic and objective large-scale evaluation to be implemented. Such evaluation should represent an opportunity to verify that the component parts of a department are working productively together to fulfill their common mission in student affairs. (SLD)

ED 312 352 UD 027 093

Urban Update.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Mar 87
NOTE- 13p.; For related documents, see UD 027 092-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Program Descriptions; *Program Implementation; Public Education; Remedial Programs; School Districts; *School Effectiveness; State Aid *State School District Relationship; Student Needs; Supplementary Education; *Urban Education; Urban Problems
IDENTIFIERS- Effective Schools Research; *New Jersey Department of Education; New Jersey Public School Education Act 1975; *State Role

This report describes New Jersey's continuing efforts to help urban school districts comply with the state's Public School Education Act of 1975 in view of the particularly complex problems which the urban districts face in complying with the act's mandate requiring all districts to provide their students with a "thorough and efficient" education. The report is divided into four parts. A background section discusses the challenge of urban education and summarizes findings of effective schools research. "Activities on Behalf of Urban Districts" outlines the following initiatives: (1) Department of Education reorganization including the creation of 11 Urban Specialist positions, the location of the Regional Curriculum Service Unit in an urban community, the creation of a Special Assistant to the Commissioner for Urban Education, and the appointment of an Urban Education Advisory Committee; (2) an Urban Education Seminar; (3) the Urban Initiative, comprised of the Broad Based Component and Operation School Renewal; (4) programs for urban dropouts; (5) vocational programs; (6) High School Proficiency Test (HSPT) summer assistance; (7) HSPT curriculum assistance, including Curriculum Alignment Workshops and HSPT Institutes; (8) compensatory education funding; and (9) a youth employment program. "Activities with Relevance to Urban School Populations" describes 16 additional policies, incentive programs, competitive grants programs, and conferences with particular application for urban school populations and problems. The final section consists of a brief conclusion. (AF)

ED 312 366 UD 027 132

The Challenge: Latinos in a Changing California. The Report of the University of California SCR 43 Task Force.
California Univ., Riverside. Consortium on Mexico and the United States.
PUB DATE- Apr 89
AVAILABLE FROM- UC MEXUS, University of California, Riverside, CA 92521 ($12.50 plus 6.5% tax).
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Demography; *Educational Needs; Females; *Health Needs; Higher Education; *Hispanic Americans; Immigrants; *Migrant Workers; Occupational Mobility; Program Implementation; Research Needs; School Community Relationship; State Colleges; State Surveys; Teacher Education
IDENTIFIERS- *California; Latinos; *University of California

This document presents a report from a task force composed of scholars, professionals, and community leaders to the State of California and the University of California (UC) addressing issues affecting Latinos in California. The following major recommendations are discussed: (1) continuing research must be undertaken concerning dynamic changes and heterogeneity in the Latino population; (2) a better understanding of immigration and its effects is needed; (3) the needs of the rural underclass must be given priority; (4) new, detailed information on the characteristics of the labor force and the movement within it of Latinos is required; (5) UC's roles in teacher training and research, particularly in bilingual education techniques and second-language acquisition, should be joined in intersegmental partnerships which focus on improvement of the delivery of education; (6) UC must provide leadership in Latino health policy; (7) intense study of the social and cultural characteristics of the Latino population is required to understand the relationship of Latinos to the criminal justice system; and (8) a research unit should be established to coordinate and support research on issues related to Latino women. Recommendations for implementation include a discussion of needs, a time frame for implementation, and responsibilities for implementation. Statistical data are included on seven graphs and 21 tables. The appendices comprise the following materials: (1) a list of 63 references; (2) the text of California Senate Concurrent Resolution No. 43 (SCR 43); (3) a summary of task force recommendations; (4) a list of 29 UC academic and research programs with Chicano/Latino interests; (5) a report on Latinos and the UC Libraries; and (6) a list of 325 California organizations with Latino/Chicano interests. (FMW)

ED 312 153 SE 051 005

U.S. Department of Energy Information: Home Energy Audits.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
PUB DATE- Mar 89
NOTE- 7p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Energy; *Energy Audits; *Energy Conservation; Energy Education; *Environmental Standards; Fuel Consumption

An energy audit is an effective method to determine how much energy a home uses each year, whether the energy is being used efficiently, and where a home wastes energy. This fact sheet describes tools and techniques used for home energy audits, as well as how to perform a do-it-yourself audit. It discusses professionals who conduct home energy audits, how to carefully select a professional home auditor, and what to do when your home is being audited. Also included are detailed illustrations and a bibliography with 21 references. (YP)

ED 312 214 SP 031 099

Jenkins, Susan; Calhoun, Jim
Teacher Stress: Issues and Intervention.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Job Satisfaction; *Program Effectiveness; *Relaxation Training; Role Conflict; *Stress Management; *Stress Variables; *Teacher Burnout; Teacher Student Relationship; Teaching Conditions; Teaching Load; Training Methods

This paper examines the problem of stress within the teacher's environment and ways in which teachers can manage stress. The components of the stress process are identified in terms of the sources of stress and teachers' response to stress. Sources include the events or characteristics of the environmental situation and life events, occupational demands, and other life adjustments the teacher encounters. A comparison is made between two stress management techniques: the global approach and the individual approach. In this comparison, the two methods of stress management training were examined in regard to whether one would result in more action and change by teachers than the other. Results indicated that the teachers trained in the individual approach reported that they significantly increased the time spent on managing their stress, and used more diversity in applying methods to alter major stressors. (JD)

ED 312 324 UD 026 976

Cohen, Marvin; And Others
An Early Adolescent Program. The Center for Minority Achievement.
Bank Street Coll. of Education, New York, N.Y.
PUB DATE- 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; College School Cooperation; *Curriculum Enrichment; Educational Improvement; Higher Education; High Risk Students; *Minority Groups; *Remedial Programs; School Effectiveness; Secondary Education; Teacher Education; *Urban Education; Urban Schools; *Urban Teaching
IDENTIFIERS- Bank Street College of Education NY; New York (New York)
This report describes the ways in which the Center for Minority Achievement works to reform public education for early adolescents in six New York City schools. It consists of edited conversations among the three central staff members of the program and vignettes and quotes from a school student and from staff affected by the program. These conversations and quotes provide information about the methods that the Center used to promote minority student education and the results of the program. The impact of the program can be seen through a range of projects which include the following: (1) reorganization; (2) mentoring administrators; (3) staff development in schools; (4) a computer club; (5) word processing for parents; (6) brokering tutorial activities with corporate and collegiate volunteers; and (7) involving teachers and students with Bank Street College's Tiorati Environmental Center. Two appendixes are included. Appendix A contains a list of which aspects of the project work for the Center for Minority Achievement; Appendix B contains a brief catalogue of the Center for Minority Achievement's services and activities. (JS)

ED 312 003 JC 890 512

Student Outcomes: Annual Summary Report.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Nov 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; Employer Attitudes; *Employment Patterns; Majors (Students); *Outcomes of Education; Participant Satisfaction; School Surveys; Two Year Colleges; *Two Year College Students

Each year a study is conducted at Prince George's Community College (PGCC) to update student outcomes data using quantifiable measures of student achievement. Data for the 1989 study were obtained from the college's student information system, the University of Maryland (UM) system, and surveys of all 825 fiscal year 1988 graduates and 118 of their employers. Responses were returned from 52% of the graduates and 66% of the employers. Study findings included the following: (1) 90% of the 1988 graduates of PGCC health technology programs were employed in fields related to their majors, compared to only 50% of the criminal justice and paralegal studies graduates; (2) the four occupational programs with less than 60% job placement rates had fairly high rates of student transfer to four-year colleges; (3) over 75% of the graduates of nursing and allied health occupations programs passed their certification exams the first time, including 100% of the nuclear medicine and radiography graduates and 78% of the nursing graduates; (4) 81.3% of PGCC's graduates rated their preparation for employment as "very good" or "good," compared to 72.1% of the graduates of similarly sized colleges and 75.1% of the community college graduates statewide; (5) the job preparation of 89% of the graduates was rated as "very good" or "good" by their employers; (6) 69% of the graduates of transfer programs were attending a four-year institution when surveyed; (7) the number of PGCC graduates who transferred to UM decreased from 288 in fall 1985 to 199 in fall 1988; and (8) student ratings of PGCC's general education program indicated that it was most successful in enhancing students' self-confidence and enjoyment of learning and least successful in increasing students' knowledge of fine arts and history. (AYC)

ED 312 017 JC 890 527

Ernest, Richard J.; And Others
Report of the Task Force on Continuing Education and Non-Credit Instruction.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- Oct 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Continuing Education; Educational Finance; Evaluation Criteria; Evaluation Methods; *Financial Policy; *Financial Support; Lifelong Learning; *Noncredit Courses; *State Aid *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Virginia
The Task Force on Continuing Education and Non-Credit Instruction was appointed to develop specific strategies for expanding lifelong learning and non-credit instruction in the Virginia community colleges. The task force reviewed a report on the state funding of non-credit instruction; wrote to the community college coordinating offices in 17 states to obtain information on lifelong learning and non-credit instruction; and conducted on-site visits to institutions and statewide coordinating offices in 7 states. The task force found Virginia nearly alone in its lack of funding support for continuing education non-credit instruction and the only state requiring that noncredit course fees pay for general overhead costs in addition to all direct costs. The following guidelines were proposed to ensure appropriate state funding for non-credit instruction: (1) non-credit continuing education courses that are designed to provide occupational skills/knowledge or otherwise contribute to economic development, courses addressing the problems of state and local governments, and courses designed to meet the needs of disadvantaged populations should be eligible for state funding; (2) state-supported non-credit courses shall meet specific quality standards; and (3) avocational and recreational courses shall be specifically excluded from state funding support. Criteria proposed as the basis for determining the amount of state support included the following: 15 contact hours in a non-credit course shall equal one semester credit in computing an equated annual full-time equivalent student (FTES); FTES generated from qualified non-credit courses shall be funded at the same rate as FTES generated by credit courses; and there shall be a common fee structure for the system. Reports on site visits are appended. (AYC)

ED 312 120 RC 017 252

Swiger, John R.
An Overview of the Small School District/Rural Education Factor in Washington State.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 11 Mar 89
NOTE- 7p.; Paper presented at the American Education Finance Association Conference (San Antonio, TX, March 9-11, 1989). Attachments not included with paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Finance Reform; Financial Problems; Financial Support; *Resource Allocation; Rural Areas; Rural Schools; *Rural Urban Differences; *School Districts; *Small Schools; *State Aid
IDENTIFIERS- *Washington
Since 1965, Washington has recognized that small schools need special financial consideration if their students are to receive educational opportunities comparable to those in larger districts. In 1977, after school districts brought suit against the state for failing fully to fund basic education, the state legislature passed the Basic Education Act, which placed new program and funding requirements on school district operations. In 1989 small school districts continue to receive enhanced funding to maintain parity with other schools. Although more dollars per pupil are spent, problems in providing equal opportunity for rural students persist. A statistical profile shows Washington to contain districts with quite varied needs. The state funds an average of 80% of the districts' costs of maintenance and operations, in accord with provisions of the state funding formula. Since enrollments in many small school districts are low, the formula is adjusted to determine certificated and classified staff units. The additional funding to small districts, however, has allowed some of them to save excess sums. For others, the added funds have not kept pace with the demands of equal educational opportunities. Difficulties include: (1) shortages of administrative and teaching staff; (2) increased graduation requirements; (3) professional isolation of school practitioners; and (4) the emergence of at-risk youth and lack of resources to deal with the problem. Although some remedies to financial problems can be found by generating cooperative efforts with business, such arrangements do not lessen the need to consider small schools in the overall state apportionment formula. (TES)

ED 312 137 SE 050 907

Lynchard, Becky; And Others
Mathematics Teaching Modules. Basic Skills Assessment Program Grade Five.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE- Aug 89
NOTE- 188p.; For the grade three module, see SE 050 906.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Mathematics; *Grade 5; Intermediate Grades; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; *Mathematics Skills; *Mathematics Tests
IDENTIFIERS- *Mississippi
This document contains teaching modules based on 20 objectives in grade 5 mathematics. The modules may be used for program evaluation and curricular planning as well as detailed outlines for classroom activities. Each module has eight section: (1) "Objective"; (2) "Explanation of Objective"; (3) "Prerequisite Skills"; (4) "Vocabulary" (5) "Lesson Plan Outline" (providing suggestions for introducing the objective, daily activities, and a culuminating activity); (6) "Materials" (listing needed manipulatives and exhibits); (7) "Sample Test I"; and (8) "Sample Test II." The appendices include: "Mississippi Basic Skills Mathematics--Grade 5"; "Grade Five--Answer Key to Sample Tests"; and "Diagnostic/Prescriptive Evaluation Sheets" (fifth grade Basic Skills Assessment Program mathematics objectives). (YP)

ED 312 248 SP 031 601

Huling-Austin, Leslie; And Others
Assisting the Beginning Teacher.
Association of Teacher Educators, Reston, Va.
PUB DATE- 89
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Mentors; *Program Development; *Program Effectiveness; *Program Evaluation; Teacher Behavior; Teacher Effectiveness; Teacher Evaluation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The purpose of this book is to help practitioners and policy makers understand how important it is to assist beginning teachers, and what it involves in terms of policy, procedures, pitfalls, personnel, price in time and money, and prospects. The book is divided into the following chapters: (1) "Beginning Teacher Assistance Programs: An Overview" (Leslie Huling-Austin); (2) "Developing Support Programs for Beginning teachers" (Sandra J. Odell); (3) "Research on Beginning Teacher Assistance Programs" (Leslie Huling-Austin); (4) "Impact of Beginning Teacher Assistance Programs" (Peggy Ishler and Roy A. Edelfelt); (5) "Evaluation of Beginning Teacher Assistance Programs" (Richard S. Kay); and (6) "Starting a Beginning Teacher Assistance Program" (Roy A. Edelfelt and Peggy Ishler). Descriptions of selected beginning teacher assistance programs are appended. (JD)

ED 312 338 UD 027 072

Chapter 2 Formula. 1987-88 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jan 89
NOTE- 202p.; For 1988-89 report, see UD 027 073.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Extracurricular Activities; *Peer Counseling; Program Descriptions; Program Evaluation; *Staff Development; Student Transportation; *Supplementary Education; Urban Areas; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

This document comprises the final technical report on the evaluation of the 1987-88 supplementary education programs of the Austin (Texas) Independent School District funded under Chapter 2 of the Education Consolidation and Improvement Act. The following major findings are reported: (1) half of the students who rode extracurricular buses indicated that they could participate in activities without the service (2) nearly all students, three-quarters of the administrators, and one-half of the teachers surveyed found the Peer Assistance and Leadership (PAL) Program to be effective; (3) 62 percent of the staff who attended the Spanish Academy Program, which provided free Spanish instruction, considered the program to be excellent; (4) the Wicat Computer Lab and the TEAMS Improvement funds were utilized in practical ways but could not be validly evaluated; and (5) 76 percent of the staff participating in the Middle Schools Transitional Training Program considered the program to be excellent. Statistical data are included on 16 tables and graphs. Thirteen appendices comprising the bulk of the document provide brief descriptions and evaluations of the following programs: (1) Assistant Alternative School Administrator Program; (2) Extracurricular Transportation Program; (3) Homework Pilot Program; (4) Outdoor Learning Program; (5) Peer Assistance and Leadership program (PAL); (6) Pre-Kindergarten Program; (7) Private Schools Program; (8) Project ASSIST; (9) School Community Liaison Program; (10) Spanish Academy; (11) Transition Training for Middle School Faculties; (12) TEAM Improvement Funds; and (13) Wicat Computer Lab Instruction Aide. A four-item bibliography is also appended. (FMW)

ED 312 046 PS 018 293

Holdgrafer, Gary E.; Dunst, Carl J.
Use of Low Structured Observation for Assessing Communicative Intents in Young Children.
PUB DATE- Apr 89
NOTE- 28p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Communication (Thought Transfer); Foreign Countries; Nonverbal Communication; Observation; *Play; Research Methodology; *Sex Differences; *Toddlers; Verbal Communication
IDENTIFIERS- Canada; *Context Effect; *Intention; Normal Children
A total of 36 normally developing children of 13-30 months of age were evenly divided into three age groups and observed while playing with their mothers. Their communicative behaviors were recorded according to intent and level. Intent was classified as comment, request, and reject; levels were nonverbal, verbal-contextual, and verbal-decontextual. Findings were examined for an interaction of sex and age of subject with frequency of each intent at each level. There was a significant age x intent x level interaction. Rejects occurred significantly less often than either comments or requests, which did not differ significantly. A follow-up tally indicated that decontextual utterances by children were infrequent, as were maternal decontextual utterances. This finding appeared to be a function of the play materials. Implications for the use of low-structured observation are discussed. (Author/RH)

ED 312 154 SE 051 006

Insulation Fact Sheet.
Conservation and Renewable Energy Inquiry and Referral Service (DOE), Silver Spring, MD.
PUB DATE- Jan 88
NOTE- 14p.; Drawings and shaded pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Energy; *Energy Conservation; Energy Education; *Energy Management; Environmental Standards; *Heating
IDENTIFIERS- *Insulation

Heating and cooling account for 50-70% of the energy consumed in the average American home. Heating water accounts for another 20%. A poorly insulated home loses much of this energy, causing drafty rooms and high energy bills. This fact sheet discusses how to determine if your home needs more insulation, the additional thermal resistance (called R-value) you would need, and what kind of insulation you should buy. It describes options for installing insulation, including do-it-yourself installation, and selecting a professional. A list of agencies and organizations providing more information about energy conservation and nine references are given. (YP)

ED 312 186 SO 020 273

Mackhorter, Cynthia
Discipline-Based Art Education: An Old Idea Whose Time Has Come Again? An Annotated Bibliography.
PUB DATE- Apr 89
NOTE- 87p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; Art Activities; *Art Education; *Art History; Curriculum Design; Curriculum Enrichment; Elementary Secondary Education
IDENTIFIERS- *Discipline Based Art Education

Art education in the United States has constantly sought some degree of reinforcement of purpose throughout its history. By closely examining some of the experiences of the past, insights into the validity of a discipline-based approach to art education should emerge. Such knowledge should enlighten the profession, so that rational and valid decisions, based on sound research and thoughtful consideration, may be made for the future. This study shows that while child-centered curriculum has dominated art educational practice since the 1940s, recent concern with the lack of focus and intellectual challenge in art education has generated a new examination of the purpose of art education. Discipline-based art education, as proposed by the Getty Center for Education in the Arts, is one means of accomplishing this reversion. The annotations section of this paper is presented in two parts. Part 1 reviews the literature pertaining to selected early elements of subject-centered art education (29 citations). Part 2 reviews research on aesthetic education as the problematic sub-discipline of discipline-based art education (15 citations). In the concluding section, it is recommended that research be continued in these areas so that a consensus among art educators can be reached, and advocacy for increased art education nurtured. (PPB)

ED 312 296 TM 014 068

Benton, Roberta
Planned Comparisons as Better Alternatives to ANOVA Omnibus Tests.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; *Research Design; Statistical Analysis
IDENTIFIERS- A Priori Tests; Coding; *Omnibus Tests; Orthogonal Comparison; *Planned Comparisons; Post Hoc Tests; Power (Statistics); Type II Errors

Analyses of data are presented to illustrate the advantages of using a priori or planned comparisons rather than omnibus analysis of variance (ANOVA) tests followed by post hoc or posteriori testing. The two types of planned comparisons considered are planned orthogonal non-trend coding contrasts and orthogonal polynomial or trend contrast coding. A hypothetical one-way design was devised to illustrate the superiority of planned comparisons. The data set used one dependent variable with five levels. Ten subjects were assigned evenly, two to each of five groups. The dependent variable consisted of hypothetical scores on a measure of performance. The examples demonstrate that planned comparisons using orthogonal coding may be preferable to classical ANOVA followed by post hoc testing. These procedures: (1) provide greater statistical power against Type II error; (2) help isolate specific sources of variance in the dependent variable; (3) help determine forms or patterns of relationships; and (4) make the researcher think about relationships when designing proposed studies. Researchers should consider using planned tests more often when factors have more than two levels. Five data tables and two appendices on non-trend comparisons and trend coding contrasts supplement the text. (SLD)

ED 312 031 PS 018 069

Packer, Martin J.; Richardson, Ellen
Strategies of Social Entry among Preschool Children.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Behavior Problems; *Data Analysis; Interpersonal Competence; Kindergarten Children; Microcomputers; Play; Preschool Children; *Rejection (Psychology); *Research Methodology; *Social Behavior; *Speech Acts; Videotape Recordings
IDENTIFIERS- *Entry Behavior
Data from studies of social entry and social rejection among preschool children were used in this discussion of the systematic use of videotaped records to answer questions about preschool children and the appropriate kind of analysis to employ with the social exchanges recorded. Collected materials were organized in a text-oriented relational database. An attempt was made to avoid the replacement of raw data with coding categories by labeling each recorded interaction with tags by which the material could be easily retrieved. A morphology coding approach was used to maintain comparability with other studies. Also used was an analytic approach that assumed that social interaction involves interpersonal movements that cause changes in participants' status, intimacy, and openness. The analysis revealed aspects of the organization of social behavior. Appended to the text are reproductions of a playground episode screen in the database, a chart of the organization of the database, and examples of interactions revealing movements of high status, shared outrage, ambivalent response to others' approaches, successful entry leading to rejection, and other dimensions of the children's social interaction. (RH)

ED 312 062 PS 018 337

Dimidjian, Victoria Jean
Early Childhood at Risk: Actions and Advocacy for Young Children.
National Education Association, Washington, D.C.
PUB DATE- Aug 89
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1481-2, $7.95).
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Behavior Problems; Case Studies; *Childhood Needs; Early Childhood Education; Guidelines; *High Risk Students; Poverty; *School Readiness; *Socialization; Social Problems; Stress Variables *Teacher Role; Teaching Methods; Young Children
This monograph examines the phenomenon of young children who lack th socialization and academic preparation needed to meet the demands of schooling and take advantage of educational programs. Such children have inadequately nurtured bodies and incompletely or inappropriately stimulated minds. The changing nature of childhood is portrayed in subsections on poverty and young children, detachment from empowering adults, and pressures to flee childhood prematurely. Four prerequisite for academic success that involve nutrition and health, social and familial relationships, interaction with environments and adults, and sense of individuality and self-worth are discussed. This discussion i followed by a consideration of four cornerstones of growth in the earl years that must be firmly established before formal schooling begins. The monograph then offers three case studies of at-risk children that illustrate today's challenges to traditional systems of early elementary schooling. Case studies focus on children who function only with difficulty as competent, independent learners in the classroom. Concluding discussion explores directions for change, including teacher-designed developmental interventions with at-risk children; teacher advocacy on behalf of children in need; and teacher intervention for change in educational and social administration and policy making. Over 80 references are cited. (RH)

ED 312 077 PS 018 358

Torney-Purta, Judith

Adolescents' Schemata of Society, Self and Others: An Approach to Conceptualizing and Measuring Adolescents' Understanding of the Public Good.

PUB DATE- Apr 89
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attitude Measures; Cognitive Development; *Comprehension; Moral Development; Political Socialization; *Problem Solving; *Research Methodology; *Schemata (Cognition); Self Concept
IDENTIFIERS- *Public Good; Society; Think Aloud Procedure

This paper begins by examining two approaches to defining and measuring adolescents' understanding of the public good: (1) theories concerning stages of moral and cognitive development and political socialization; and (2) attitudinal survey methods. Methodological deficiencies of the approaches are identified. The paper presents a new method of conceptualizing and assessing adolescents' understanding which involves the use of think aloud problem solving and related tools of cognitive psychology. This method produces graphic maps of adolescents' schemata of society, self, and others. Findings of a pilot study on schemata of the political system are reported. Further evidence for the use of think aloud problem solving and for the analysis of such problem solving by means of schema-maps in studies of adolescents' understanding of the common good is provided through a reconceptualization of Adelson and others' (1969, 1966) research on adolescents' solutions to hypothetical dilemmas. Discussion concludes that schema-mapping offers a concrete way of operationalizing either a diffuse conceptualization of society or a complex and well-organized conceptualization which includes institutions, principles, and linkages between action and the public good. (RH)

ED 312 093 PS 018 381

DeBello, Thomas C.
Comparison of Eleven Major Learning Styles Models: Variables; Appropriate Populations; Validity of Instrumentation; and the Research Behind Them.
PUB DATE- Mar 89
NOTE- 46p.; Paper presented at the National Conference of the Association for Supervision and Curriculum Development (Orlando, FL, March 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Educational Practices; Guidelines; Literature Reviews; *Models; *Teacher Role; *Test Interpretation; Test Reviews; *Test Validity
IDENTIFIERS- *Test Content; Theoretical Analysis
Eleven major models of learning styles are compared in terms of variables, appropriate populations, validity of instrumentation, and supporting research. Discussion considers: (1) Dunn and Dunn's Learning Style Inventory for grades 3 through 12 and Productivity Environmental Preference Survey for adults; (2) National Association of Secondary School Principals' (NASSP) Learning Style Profile; (3) Hill's Cognitive Style Profile; (4) Letteri's Cognitive Style Delineators; (5) Ramirez's Child Rating Form; (6) Reinert's Edmonds Learning Style Identification Exercise; (7) Schmeck's Inventory of Learning Processes; (8) Hunt's Paragraph Completion Method; (9) Kolb's Learning Style Inventory; (10) Gregorc's Style Delineator; and (11) McCarthy's 4 MAT System. Concluding discussion points out two consistent concerns: whether teachers should teach to students' strengths or attempt to expand students' style, and whether teachers can observe the differences between students' styles or should use valid and reliable instrumentation to determine these differences. Guidelines for using a model of learning styles in the schools are provided. Nearly 125 references are cited. (RH)

ED 312 107 RC 017 228

Forrest, Suzanne
The Preservation of the Village: New Mexico's Hispanics and the New Deal. New Mexico Land Grant Series.
PUB DATE- 89
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131 ($17.50 paperback--ISBN-0-8263-1147-4; $35.00 hardcover--ISBN-0-8263-1135-0).
NOTE- 253p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Developmental Programs; Economic Change; Federal Programs; Government Role; *Hispanic American Culture; *Mexican American History; Mexican Americans; *Poverty; Rural Development; Rural Economics
IDENTIFIERS- Cultural Preservation; Depression (Economic 1929); Land Reform; *New Deal; *New Mexico; Villages

This volume, fourth in a series, is devoted to a study of the depression years of the 1930s, a crucial period in the history of the Hispanic land-grant-villages. It places northern New Mexico in a broad regional and national context, examining the major currents of social and political thought in American society that influenced Hispanic New Deal programs. During the Depression, the land reform villages had experienced grant land alienation, environmental degradation, and the contraction of economic opportunities, all of which combined to create a life-threatening crisis. The New Deal's emergency relief programs saved the Hispanic villages from outright starvation and set into motion social and economic changes that shaped these communities as we know them today. The national political arena and the philosophies of Anglo-American New Deal administrators are discussed. The study examines the inherent, conflicting goals of the New Deal: preserving the cooperative village values and Hispanic American culture while developing a modern economy. The New Deal emphasis on native crafts, revitalized agriculture, and communitarian values ignored the area's inherent lack of economic resources and the increasing reliance on technology in the larger culture. The New Deal's ultimate failure is demonstrated by the termination of programs and surviving economic realities in the villages, including dwindling resources and hardships associated with rural decline. This book contains a bibliographic essay, an index, maps, and photographs. (TES)

ED 312 171 SO 020 075

Gangs in Schools. Breaking Up Is Hard To Do.
National School Safety Center, Malibu, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 88
AVAILABLE FROM- National School Safety Center, Pepperdine Univ., Malibu CA 90265 ($3.00).
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Crime; Delinquency; Elementary Secondary Education; Institutional Environment; Resource Centers; Resource Materials; School Community Relationship; Schools; School Security; *Student Behavior; Student School Relationship; *Student Subcultures; *Violence
IDENTIFIERS- *Gangs; Graffiti

This handbook offers the latest information on gangs and practical advice on preventing or reducing gang encroachment in schools. Gang experts believe that establishing codes of conduct, diligent awareness of gang rivalries, prevention courses, and community and parental involvement can make an impact in keeping gangs away from campus. Chapter 1, "Gangs in Perspective," discusses general characteristics and attractions of gangs, and how to recognize potential gang involvement in a juvenile. Chapter 2, "Gang Characteristics," explains specific characteristics of Hispanic, Black, Asian, punk and heavy metal gangs, and satanic cults, including typical dress, behavior, style of graffiti, and the favored kinds of gang activities. Chapter 3, "Prevention and Intervention Strategies," suggests crisis intervention and conflict resolution techniques. Prevention is the best way to avoid the disruption youth gangs cause. Once educators are familiar with the kinds of gangs on campus, they can effectively plan their responses to inhibit threatening gang activity. Chapter 4 lists 22 school and community programs involved in work with anti-gang programs, and 43 reference sources and publications are cited at the end of the handbook. (PPB)

ED 312 200 SO 020 308

McCrank, Lawrence J.; And Others

Bibliographic Services of the American Historical Association: Recently Published Articles and Writings on American History. A Report of the ABH/AHA Task Force.

American Historical Association, Washington, D.C.; Association for the Bibliography of History, Alexandria, VA.

PUB DATE- 89

AVAILABLE FROM- Association for the Bibliography of History, Executive Secretary G. Davis, Department of History, Georgia State University, Atlanta, GA 30303-3083 ($5.00).

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Abstracts; *Bibliographic Databases; Bibliographic Records Books; Cataloging; *History; Humanities; *Indexes; *Information Retrieval; Periodicals; Research Skills; *Social Science Research; State of the Art Reviews; Subject Index Terms

IDENTIFIERS- *American Historical Association; Recently Published Articles; Writings on American History

The American Historical Association (AHA) has been providing bibliographic services for its membership by reviewing the monographic literature in the "American Historical Review" (AHR), using a list of books the AHA receives, and employing its periodical current awareness service comprised of "Recently Published Articles" (RPA) and its spinoff, "Writings on American History" (WAH). Once historians could cover a field of study, defined by geographic and chronological limits, as a chosen specialization. Such specificity has become blurred by the growth of regional studies, comparative history, the interdisciplinary approach to history, and reconceptualization of historical inquiry. Because of the massive amounts of material to be surveyed; the complexity of designing search strategies using a myriad of methods, techniques, and tools; the rapid change in current information technology; and the aforementioned trends in historical studies, it is necessary that the historical profession re-examine the role of AHA and its bibliographic services. Of particular importance to information retrieval would be the study of language that historians use to describe and discuss historical phenomena. The production process for RPA and WAH is discussed in detail (with a flow chart) and 41 recommendations for change are made. The report emphasizes the need to convert AHA's effort with RPA/WAH into machine-readable, standardized formats for an accumulative, permanent database. Proposals by ABC-CLIO and Kraus International Publications concerning possible co-publication arrangements with AHA are given. A bibliography of 36 related items is included. (PPB)

ED 312 215 SP 031 356

Herr, Kay U.
Improving Teaching and Learning in Large Classes: A Practical Manual. Revised 1989.
Colorado State Univ., Fort Collins. Office of Instructional Services.
PUB DATE- 89
AVAILABLE FROM- Office of Instructional Services, Colorado State University, A71 Clark, Ft. Collins, CO 80525 ($6.00).
NOTE- 35p.; Supersedes earlier edition, ED 268 921.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Class Size; *College Instruction; Discussion (Teaching Technique); Higher Education; *Large Group Instruction; Lecture Method; Notetaking; Questioning Techniques; Student Behavior; *Teacher Student Relationship; *Teaching Methods
This practical reference guide for college faculty who teach large classes is presented, based on a workshop on improving teaching and learning in large classes. The workshop involved weekly meetings for the academic year, 1981-82, at Colorado State University. The following problems of teaching and learning in large classes were identified: (1) social and physical control of the classroom; (2) class discussion and questions; (3) the personalization of instruction including use of the small group technique; (4) building and maintaining rapport with students and other affective factors; (6) the lecture: content, delivery, and notetaking; and (7) use of media. Suggestions are made for promoting student comments and discussion. (JD)

ED 312 232 SP 031 545

Zymelman, Manuel; DeStefano, Joseph
Primary School Teachers' Salaries in Sub-Saharan Africa. World Bank Discussion Papers 45.
World Bank, Washington, D. C.
PUB DATE- 89
AVAILABLE FROM- World Bank Publications, 1818 H Street NW, Washington, DC 20433 ($5.95).
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Cost Effectiveness; *Cost Estimates; *Elementary Education; Foreign Countries; Teacher Education; *Teacher Salaries

Countries in Sub-Saharan Africa (SSA) are trying to make their proposed goal of universal primary education a reality. Given the budgetary constraints it is natural to seek to increase efficiency and to reduce the cost of inputs. Teachers' salaries account for over 90 percent of the primary school recurrent budget. Therefore, the analysis of teachers' salaries is crucial to forecasting primary school expenditures and developing policies to rationalize teachers' cost. Until now a comparative study of teachers' salaries for SSA did not exist. The present study remedies this situation. The study analyzes factors affecting teachers' salaries in general, and describes categories of teachers, salary structures, and pay supplements in SSA countries. With the use of a computer forecasting model this study provides forecasts of teacher cost for the next 2 decades for 20 SSA countries under varying hypotheses, and suggests steps to facilitate planning of teacher salaries in SSA. (Author)

ED 312 266 SP 031 703

Mosston, Muska; Ashworth, Sara
The Spectrum of Teaching Styles. From Command to Discovery.
PUB DATE- 90
AVAILABLE FROM- Longman, Inc., 95 Church St., White Plains, NY 10601-1505 ($22.75).
NOTE- 327p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Communication Skills; Convergent Thinking; *Decision Making; Divergent Thinking; Elementary Secondary Education; *Learning Strategies; *Teacher Student Relationship; Teaching Methods; Teaching Skills; *Teaching Styles
This book helps practicing and prospective teachers to: (1) identify the decision patterns that define teaching styles and are common to the teacher-learner situation; (2) identify the specific decisions in each pattern; and (3) define the relationships among the various patterns and understand how to use them in classroom situations. The fundamental position of the book is that teaching is governed by a single, unifying process of decision making, and that every act of teaching is the consequence of a prior decision. Decision making is the central behavior that governs how students and subject matter are organized, as well as time, space, and equipment; and how teachers interact with students, choose their verbal behavior, construct the climate in the classroom, and create and conduct the cognitive connections with learners. (JD)

ED 312 281 TM 014 029

Crocker, Linda; Algina, James
Introduction to Classical and Modern Test Theory.
PUB DATE- 86
AVAILABLE FROM- Holt, Rinehart and Winston, 6277 Sea Harbor Drive, Orlando, FL 32887 ($44.75).
NOTE- 527p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Item Analysis; Measurement Techniques; *Psychometrics; Scoring; Statistical Analysis; Test Construction; Test Interpretation Test Reliability; *Test Theory; Test Validity; Textbooks; Theory Practice Relationship
IDENTIFIERS- *Classical Test Theory

This text was written to help the reader acquire a base of knowledge about classical psychometrics and to integrate new ideas into that framework of knowledge. The material is organized into five units: (1) introduction to measurement theory; (2) reliability; (3) validity; (4) item analysis in test development; and (5) test scoring and interpretation. The first unit provides background information for readers with little formal education in measurement or statistics. Each of the subsequent units presents classical theory in the initial chapters, followed by more recent developments in later chapters, with a discussion of how these procedures relate to the traditional concepts. In effect, an introduction to classical test theory can be obtained from Chapters 1 through 7 and chapters 10 14, 17, and 19, while an introduction to recent topics in psychometrics can be derived from Chapters 8, 9, 15, 16, 18, and 20. Computational exercises and questions follow each chapter to illustrate applications of the theoretical concepts presented in the accompanying chapter. Appendix A illustrates probabilities and Y ordinates associated with a given z-score under the standard normal curve, and Appendix B is the key to the exercises. (SLD)

ED 312 311 TM 014 109

Ingels, Steven J.; And Others
School, Individual and Item Nonresponse in the National Education Longitudinal Study of 1988 (NELS:88) Base Year Survey.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, *Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Educational Assessment; Elementary Secondary Education; Estimation (Mathematics); Evaluation Methods; Grade 8; Longitudinal Studies; Middle Schools; *National Surveys; *Questionnaires; Research Methodology; Response Rates (Questionnaires); *Sampling; *School Surveys; *Testing Problems
IDENTIFIERS- High School and Beyond (NCES); *National Education Longitudinal Study 1988; *Nonresponders; Student Surveys
Nonresponse issues are investigated for the base year (1988) survey of the United States Department of Education's National Education Longitudinal Study of 1988 (NELS:88), a national probability sample of middle schools and eighth-grade students in the spring of 1988. The total eighth-grade enrollment for the NELS:88 sample of schools was 203 002; of these, 10,583 students were excluded due to limitations in their language proficiency or to mental or physical disabilities. As in the 1980 High School and Beyond (HSB) Study, the NELS:88 sample included about 70% initial selections and 30% replacement schools. NELS:88 non-respondents were 51.96% male and 43.07% female, with the gender of 4.96% not indicated, while NELS:88 respondents were 49.8% male and 50.2% female. Part 1 of this paper gives a brief overview of the study and its sample design, and outlines the main non-response issues, namely: (1) school and individual ineligibility for the study; (2) unit non-response, i.e., the fact that some schools and individuals declined to participate; and (3) item non-response in the student questionnaires and cognitive tests. Part 2 describes the methodology used for adjusting school level non-response in the NELS:88. Actual estimators are given, along with a method for evaluating the estimators and a method for deriving the estimate of response propensities for each school. Part 3 reports the results of an item non-response analysis of the student questionnaire data and the cognitive tests. Some comparisons are offered with non-response in the first year of the HSB survey. (SLD)

ED 312 325 UD 026 980

The Public Academy Approach: A Model for the Future.
Minneapolis Public Schools, MN. Program Evaluation Services.
SPONS. AGENCY- General Mills, Inc., Minneapolis, Minn.
PUB DATE- 89
NOTE- 11p.; For related document, see UD 026 981.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Estimates; Elementary Education; Evaluation Criteria; Experimental Schools; *Nontraditional Education; *Parent School Relationship; *Participative Decision Making; Pilot Projects; Principals; Private Education; Program Proposals; Public Schools; *Teacher Administrator Relationship; Teacher Role; *Urban Schools
IDENTIFIERS- *Empowerment; *Minnesota (Minneapolis)

This proposal is for a pilot project that applies the best features of private schools to the racially diverse, urban, public elementary schools of Minneapolis (Minnesota). The following features are outlined: (1) classrooms will have a 14:1 student-teacher ratio; (2) all supplemental and compensatory programs will be eliminated; (3) 198 students will be selected to reflect the district population in terms of race, socioeconomic status, academic level, and special needs; (4) teachers will be selected to reflect the profile of the district teaching staff; (5) teachers will be accountable for all outcomes; (6) the principal will use a joint decision-making model in which teachers make decisions and exercise authority, and the principal creates the conditions under which the teachers develop and exercise leadership; (7) information on student and staff success will be clearly communicated to all parties in a timely manner and teachers will be expected to communicate with parents after school hours; (8) improved student performance will be the criterion for program evaluation. The following evaluation criteria will be used: (1) 75 percent of the students will demonstrate at least 14 months of growth in both reading and mathematics as measured by the California Achievement Test; (2) telephone logs kept by teachers and the school office will indicate that 90 percent of calls from parents were directed to the home of the student's teacher rather than to the principal or office staff; (3) 90 percent of the students will pass the district's Benchmark Tests on the first attempt; (4) the parents of every student will confer at least twice with the student's teacher and 95 percent of the parents will be satisfied with the frequency and clarity of progress reports; and (5) the overall student attendance rate will be 95 percent. Three-year cost estimates are included. (FMW)

ED 312 353 UD 027 094

10,000 Graduates--10,000 Jobs.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Sep 86
NOTE- 15p.; For related documents, see UD 027 092-093.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Opportunities; *Employment Programs; High School Graduates; High Schools; *Job Placement; Labor Market; Program Descriptions; Program Design; Program Implementation; Public Education; *School Business Relationship; *State School District Relationship; *Urban Education
IDENTIFIERS- Boston Compact; *New Jersey; Partnerships

This report describes a broad-based, statewide program to increase full-time employment among urban high school graduates in New Jersey. The program is intended to increase students' preparation for and access to the job market. The report contains seven sections. The Introduction summarizes the problem and the State's proposal. Section 2, "Goal," describes the program's goal to place 10,000 urban high school graduates in full time jobs by 1992. Section 3, "Program Design," outlines mobilization, implementation, and placement stages of the program. Section 4, "Program Description," describes the following steps in matching available jobs with graduates: (1) enlist corporations and public agencies to locate entry-level jobs; (2) challenge high schools to produce and certify graduates as job-ready; (3) hire job coordinators to compile lists of jobs and match their requirements to students' demonstrated skills; (4) find summer jobs for students between eleventh and twelfth grade; (5) provide employability training for students; and (6) place graduates in full-time jobs. Section 5, "Timeline," presents a schedule, beginning in August 1986 and extending through June 1992, for the accomplishment of program goals. Section 6, "Program Evaluation," outlines the criteria to be used. Section 7, "Cost," presents the budget for program implementation. A brief conclusion, glossary of terms, notes, and a question and answer section are appended. (AF)

ED 312 004 JC 890 513

Annual Report to the Governor, 1988-89.
Arizona State Board of Directors for Community Colleges, Phoenix.
PUB DATE- 89
NOTE- 140p.; For the 1987-1988 edition of this report, see ED 301 241.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *Arizona

This five-part annual report provides information for fiscal year 1988-89 on the Arizona State Board of Directors for Community Colleges, the state's community college districts, college finances and enrollments, and vocational education. Section 1 states the Board's philosophy of education, delineates general and certification fund expenditures, and indicates the number of teaching certificates issued. Section 2 contains a directly of Arizona's community colleges, campuses and skill centers, and information on fall 1988 personnel. Financial data are presented in section 3 including information on: (1) revenues and expenditures; (2) sources of funds; (3) general and plant fund income; (4) disposition of funds; (5) general fund current operating expenditures; (6) state aid income; (7) cost and income factors; (8) full-time equivalent (FTE) enrollments in short-term courses, open-entry/open-exit courses, and vocational programs; (9) the history of state aid to community colleges; (10) plant investment; and (11) debt retirement. Section 4 offers enrollment data, including a history of FTE, vocational, and headcount enrollments by district; information on student characteristics; and statistics on degrees and certificates awarded, credit hours enrolled, and off-campus and non-credit enrollments. Section 5 focuses on vocational education, providing data on federal vocational education funding, funded vocational education projects, and skill centers. The report concludes with a matrix showing all curriculum offerings at each of the community colleges. (AYC)

ED 312 018 JC 890 528

Report of the VCCS Task Force on Educational Telecommunications.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 9 Oct 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Delivery Systems; *Distance Education; Educational Quality; *Educational Technology; *Statewide Planning; *Telecommunications; *Telecourses; Two Year Colleges
IDENTIFIERS- *Virginia

The Task Force on Educational Telecommunications was formed to develop a statewide approach to educational telecommunications (e.g., public, cable, and satellite television; audio and video tapes; teleconferencing; and computer conferencing) for the Virginia Community College System (VCCS). The task force assumed that the instruction should have the same academic rigor and quality as traditional course offerings; that the systemwide approach should take into account diversity among individual colleges; and that the goals of media-based instruction should be to increase educational access, while increasing efficiency and reducing the costs of course delivery. The task force identified several key instructional and faculty issues, including equity of course availability, flexibility without compromise of academic quality and integrity, planning and evaluation, balance in resource allocation, interaction between teacher and learner, faculty employment, instructional quality, staff support, and instructional management. In light of its findings, the group adopted the following recommendations: (1) that the VCCS adopt as goals ensuring the availability of a minimal core of offerings to all colleges, enhancing existing educational offerings through a coordinated system of educational telecommunications; and providing adequate campus and systemwide networked computational and telecommunications resources for the origination and reception of these course offerings; (2) that the VCCS develop and implement a statewide system of educational telecommunications called the "Extended Learning Telecommunications Network"; (3) that the State Board establish a special task force to implement the network, develop plans for increasing library collections and student/faculty access to them through technology, implement a comprehensive faculty development program, and ensure equal faculty access to the telecommunications network; and (4) that an ongoing committee structure be developed to maintain the network. A budget for the network and a report on a roundtable on educational telecommunications are appended. (AYC)

ED 312 121 RC 017 253

Froese, Elmer E.
Societal Demands on the Curriculum.
PUB DATE- 28 Sep 88
NOTE- 10p.; Speech given at the Annual Convention of the Canadian Education Association (Regina, Saskatchewan, September 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Demand; Educational Objectives; *Educational Quality; Educational Supply; *Educational Trends; Elementary Secondary Education; Foreign Countries; Multicultural Education; Relevance (Education); Systems Analysis
IDENTIFIERS- *Canada
Canada's national educational system elicits diverse curricular demands and requires discreet, sensitive responses. In spite of perennial funding shortfalls, Canada's schools have been remarkably successful in meeting those demands. During and after the 1960s, educational change came as a result of two very strong sets of expectations. One broad area of demand was for more open, flexible schools with an emphasis on student rights and currency of curricula. The other issue involved the desire by students for the right to dissent. In the past 20 years, Canada's schools have made Herculean curricular and methodological responses to both sets of demands. An example of where schools did not do so well was in responding to expectations and demands for individualization of instruction. Canadians rushed into non-gradedness, open-area classrooms, and class size reduction campaigns. Lasting curricular adaptation is, however, a complex and evolving enterprise. Professional development and renewal is the best means of embedding educational change in school systems. Schools are expected to achieve multiculturalism in its richest Canadian sense, but are also facing demands for nurturing specific cultural identity and values. Schools face an ever-expanding mandate in many areas, notably including values and technological education. While there are always challenges of higher expectations and lower resources, Canadian educators are well positioned to succeed. (TES)

ED 312 138 SE 050 908

Building a Mind Set for Mathematics and Current Trends and Issues in Mathematics. Inservice Presentations. Bulletin 1787.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Elementary Education.
PUB DATE- 86
NOTE- 114p.; For other presentations in this series, see SE 050 896 and SE 050 909.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Inservice Teacher Education; Instructional Materials; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Mathematics Teachers; *Reading Instruction; Teacher Improvement; Teacher Workshops
IDENTIFIERS- *National Council of Teachers of Mathematics

This document contains two inservice presentations. Each presentation has a full script with transparencies, handouts, graphs, and a list of materials needed for the presentation. The first presentation describes eight ideas common to both mathematics and reading namely, that: (1) a comprehensive instruction program is needed; (2) educators teach students, not mathematics or reading; (3) mathematics/reading should be made relevant to the learners; (4) mathematics/reading is a thinking process; (5) mathematics/reading is a language communication process; (6) the learning of mathematics/reading proceeds from the concrete to the abstract; (7) mathematics/reading is seeing relationships; and (8) involvement in the learning process is critical to success in mathematics/reading. The second presentation discusses eight recommendations by the National Council of Teachers of Mathematics. Six references are listed. (YP)

ED 312 155 SE 051 008

Groundwater Protection through Prevention. A Curriculum for Agricultural Education in Secondary Schools.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.; Soil Conservation Service (DOA), Ames, IA.
SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines.
PUB DATE- 89
NOTE- 312p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Conservation (Environment); Farm Management; Instructional Materials; Natural Resources; Science Curriculum; *Science Materials; Secondary Education; *Secondary School Science; Vocational Education; *Water Pollution; *Water Resources
IDENTIFIERS- *Ground Water; Iowa

Water is one of the natural resources vital to any agricultural system. This material was developed in support of the Iowa Agricultural Science, Technology and Marketing (ASTM) program, focusing on groundwater educational concepts related to the 1987 Iowa Groundwater Protection Act. This material was designed to assist teachers in providing systematic groundwater instruction for high school students enrolled in ASTM classes. Eight instructional units include: (1) "Recognizing Groundwater Concerns"; (2) "Describing the Water Connection"; (3) "Locating Direct Connections"; (4) "Managing Nitrogen Fertilizers"; (5) "Managing Agricultural Pesticides"; (6) "Managing Underground Tanks and Pipelines"; (7) "Managing Natural Fertilizers"; and (8) "Managing Urban Fertilizers and Pesticides." Each unit includes lesson plans that feature objectives, interest approach, a list of materials needed, and teaching procedures. Additional information is provided by information sheets, activities, visual masters, references, and videos. A glossary is included to assist in learning terms related to groundwater. Also included is a list of careers in which people may use groundwater knowledge and skills. Lists of water testing laboratories, videos related to groundwater, and a list of farmers participating in the 1989 Resourceful Farming Demonstration are appended. The Groundwater Act and a manual for a groundwater flow model are also provided. (YP)

ED 312 249 SP 031 602

Hopkins, Patricia; And Others
Targeting New Teachers & Teaching by Novel Techniques.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Minority Group Teachers; Program Development; Program Evaluation; *School Business Relationship; *Science Instruction; Teacher Characteristics; *Teacher Recruitment; *Teaching Methods; Teaching Skills
IDENTIFIERS- Austin Independent School District TX
In 1988-89, the Science Academy, a magnet program at LBJ High School (Austin, Texas), was awarded a two-year grant called Double TNT to "target new teachers" and "teach by novel techniques." The purposes of the program include: (1) interesting minority and female students in science; (2) attracting minority and female students to the teaching of science; (3) enriching the elementary science curriculum; (4) improving teaching skills in the sciences; and (5) increasing private sector involvement in the Science Academy and its activities. Major findings are presented in the areas of: (1) service to the district; (2) mini-mentorship for students; (3) Science Academy Summer Institute 1988 (4) recruitment challenges; (5) private sector involvement; and (6) video enrichment. (JD)

ED 312 339 UD 027 073

Chapter 2 Forumula. 1988-89 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jun 89
NOTE- 136p.; For 1987-88 report, see UD 027 072.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Extracurricular Activities; High Risk Students; *Peer Counseling; Program Descriptions; Program Evaluation; *Staff Development; Student Transportation; *Supplementary Education; Urban Areas; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2; Texas (Austin)

Presented is the final technical report on the evaluation of the 1988-89 supplementary education programs of the Austin (Texas) Independent School District funded under Chapter 2 of the Education Consolidation and Improvement Act. The following major findings are reported: (1) extracurricular transportation costs, which had been reduced by eliminating morning routes, were 49 percent lower per student in 1988-89 than in 1987-88; (2) half of the participants in a first-year Academic Decathlon contest rated the program to be effective but Black and Hispanic participation was low compared to District ethnic percentages; (3) rates of corporal punishment and other disciplinary actions have continued to decline at the three schools where Project ASSIST has been implemented, but the percentage of Black students sent to the ASSIST room continues to be disproportionately high compared to ASSIST school ethnic percentages; and (4) the Comprehensive Competencies Program Lab, a dropout prevention program at one high school, appears to have had a positive effect on participants' academic achievement for both fall and spring participants; however, effects on attendance and credits earned are mixed and the overall dropout rate was similar to what would be predicted for high risk students. Statistical data are included on 27 tables and graphs. Fourteen appendices making up the bulk of the document comprise a copy of a district-wide needs assessment questionnaire plus descriptions of the data-gathering procedures for the following programs: (1) Extracurricular Transportation Program; (2) Homework Pilot Program; (3) Outdoor Learning Program; (4) Peer Assistance and Leadership (PAL) Program; (5) Pre-Kindergarten Program; 6) Private Schools Program; (7) Project ASSIST; (8) Spanish Academy; (9) TEAMS Improvement Funds; (10) Wicat Computer Lab Instructional Aide; (11) Johnston Comprehensive Competencies Program Lab; (12) School-Community Liaison Programs; and (13) Academic Decathalon Program. (FMW)

ED 312 367 UD 027 133

Brounstein, Paul J.
Patterns of Substance Use and Delinquency among Inner City Adolescents.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Jul 89
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
NOTE- 314p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Youth; *Crime; *Drug Education; Hispanic Americans; Illegal Drug Use; Individual Characteristics; Males; *Minority Group Children; *Prevention; Questionnaires; Urban Areas; *Urban Youth
IDENTIFIERS- *District of Columbia; *Drug Trafficking

This document comprises a study of how inner city adolescent males who used and/or sold drugs or had been involved in other criminal activities differed from those who had not, in order to design prevention and treatment programs and policies. The study sample consisted of 387 minority male youth (96 percent Black; 4 percent Hispanic) of ninth and tenth grade age who lived in economically distressed neighborhoods of the District of Columbia. Surveys were administered in person by minority interviewers in 1988. The following findings are discussed: (1) 20 percent reported involvement in drug use and/or sales in the past year; (2) 50 percent of the respondents committed a crime, other than the use and sale of drugs, in the past year; (3) both drug use and criminal activity were significantly related to peer, school, home, and personality factors; and (4) less than half of the respondents (40 percent) reported having received substance abuse information as part of their regular classroom activities, despite the fact that such information is included in mandatory health education classes. Based on these findings, drug intervention programs should be targeted for the following distinct categories of youth: (1) those who used but did not sell drugs; (2) those who sold but did not use drugs; (3) those who both used and sold drugs; and (4) those who neither used nor sold drugs. Programs should also be conducted on a multifaceted front involving the school, the home, the mass media, and the community. A list of 74 references is included. The appendices comprise the following materials: (1) a copy of the interview questionnaire; (2) a table referencing questionnaire contents to sources; and (3) a discussion of statistical comparisons used in the report. (FMW)

ED 312 047 PS 018 294

Hiatt, Diana Buell
Cognition of Space Depicted in Graphic Representation.
PUB DATE- Apr 83
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-17, 1983).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Educational Practices; Elementary School Students; Elementary Secondary Education Guidelines; High School Students; *Imagery; *Models; Preschool Children; Preschool Education; *Space
IDENTIFIERS- *Graphic Representation; Theory Development
Discussion covers underlying assumptions of children's acquisition of a concept of space and explores educational implications of the knowledge of these assumptions for early childhood programs. Initial sections of the paper concern activity as a basis for cognition of space, graphic representation, and mental imagery. Findings of studies that led to the formulation of the Hiatt Model of Graphic Representation revealed that children's understanding of space is different from adults'; acquisition of a concept of space occurs over many years; and graphic representation of space occurs in a developmental sequence related to age. Levels of the model included sensorimotor, preschematic, schematic, prerealistic, realistic, and conceptualistic. Drawings during the sensorimotor, scribble stage suggest a movement from random scribbles to controlled scribbles, and support the idea that freedom of movement leads to self-control. At about the age of four, the child begins to differentiate objects from sensorimotor activity in its graphic representations. The emergence of the baseline and skyline at 7 years of age indicates that the older child perceives himself as part of his environment, but not the center of it. Levels of the model are described and illustrated. (RH)

ED 312 078 PS 018 359

Baker, Betty Ruth
Planning Block Play Experiences for Young Children.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Early Childhood Education; Guidelines; *Play; *Teacher Role; *Young Children
IDENTIFIERS- *Blocks
Playing with blocks can facilitate the creative, social, emotional, physical, and cognitive development of young children. This article presents information and activities concerning block play and its role in young children's experience. Topics covered include: (1) types of blocks; (2) selection of blocks and accessories; (3) planning of the environment and activities for encouraging creativity and development. It is fundamental that the block area be well-planned and blocks and accessories be well-selected. It should be recognized that the teacher or caregiver has an important role in establishing reasonable rules and encouraging block play. (RH)

ED 312 094 RC 017 031

Kitchen, Karen; Kitchen, Will
Two-Way Interactive Television for Distance Learning: A Primer. An ITTE Technology Leadership Network Special Report.
National School Boards Association, Alexandria, VA.
PUB DATE- May 88
AVAILABLE FROM- National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($35.00 postpaid).
NOTE- 146p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Information Analyses/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; Community Services; *Distance Education; Educational Television; Inservice Teacher Education; *Telecourses; Television Teachers; *Video Equipment
IDENTIFIERS- Interactive Instructional Television; *Interactive Satellite Instruction; *Interactive Television; Minnesota; New York
Two-way interactive television (ITV) can broaden the variety of instructional programs available to students, ease the logistical problems of teacher inservice, provide new services to community members, and sometimes be a magnet for the collaboration of business and education. This special report, third in a series, examines the technology, programming, costs interactive classrooms, and advantages and disadvantages of ITV for public school classrooms and community services. Teachers are the key to whether a system will grow or wither. Teacher enthusiasm, training, and inclusion in planning and implementation are crucial. Research indicates that planning for an ITV system increases cooperation among school districts, but that ITV has no effect on the effectiveness of teachers and does not dramatically affect the learning outcomes of students. ITV does, however: (1) increase cooperation and sharing of expertise and resources among districts; (2) permit expanded curriculum; and (3) enhance community education programs. Twelve substantial appendices describe "Star School" legislation, several ITV cooperative programs in Minnesota and New York, instruction available by satellite, a New York State distance learning project, and an evaluation of the Minnesota ITV program. A glossary of technical terms and a list of 24 references are included. (DHP)

ED 312 172 SO 020 151

Daniel, Frankie, Ed.; Drake, Michele, Ed.
Lexington and the World: Teaching Connections for International Understanding.
Bluegrass International Program, Lexington, KY.
SPONS. AGENCY- Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.
PUB DATE- 89
NOTE- 49p.; For related document, see ED 310 950.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; Food; Foreign Countries; Foreign Culture; Instructional Materials; *International Education; *International Studies; International Trade; Learning Activities
IDENTIFIERS- Kentucky (Lexington)
Students in the community schools of Lexington, Kentucky must realize the international connections that exist between Lexington and the world, and be aware of the impact of world events on their own community. These international connections can be revealed through learning activities utilizing local history, international restaurants, street names, and the horse industry. An introductory "Can You Guess?" section poses questions on international relationships that can be found in the Lexington area, as does a "Lexington and the World" bingo game. Restaurant menus are good introductions to foods and cultures of foreign countries (five menus and ten suggested activities are included). Suggestions for using Lexington street names or horse racing silks and jerseys to develop international connections are given. A diary of a Lexingtonian's trek through Nepal, along with two maps of Nepal provides an introduction to that mountainous country. Businesses located in the Lexington area with international connections provide other opportunities for study (a doll business, a Toyota plant, the Kentucky horse industry). A discussion on "Homelessness: A Problem for Lexington and the World" concludes the study guide. (PPB)

ED 312 187 SO 020 275

Brigham, Don L.
Focus on Fine Arts: Visual Arts.
National Art Education Association, Reston, Va.; National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($8.95).
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Art Expression; Cultural Context; *Cultural Education; *Educational Quality; Elementary Secondary Education; Program Evaluation; Role of Education; Self Expression; *Visual Arts
IDENTIFIERS- *Qualitative Art Education

Basic arts education must give students the essence of their civilization, the civilizations that contributed to it, and the more distant civilizations that enriched world civilizations as a whole. All students are potentially capable of experiencing and analyzing the fundamental qualitativeness of art; therefore, it is realistic to propose qualitative art education for all students at all grade levels. Basic arts education is not now being delivered to the majority of students. The artistic heritage that belongs to the students and the opportunity to contribute to its evolution are being lost to young people. Qualitative art education focuses on the development of the basic competencies of artistic intelligence, namely, qualitative differentiation and the grasp of structural dynamics. A sequentially organized program of qualitative learning activities, from primary through high school, should allow the student to develop a number of progressively more complex basic competencies. A variety of elementary, middle, and high school art experiences, developed from analysis of such works as Picasso's "Guernica" or a comparison of the works of Henry Moore and Georgia O'Keefe, are described. The qualitative way of perceiving, thinking, and knowing that is developed through inductive and constructive processes of effective school art education should not be limited to the visual arts program, and suggestions are made for interdisciplinary qualitative art education. The book closes with a chapter on techniques for evaluating qualitative art education, and includes sample evaluative charts. A bibliography cites 57 references. (PPB)

ED 312 216 SP 031 444

Work in Progress: The Holmes Group One Year On.
Holmes Group, Inc., East Lansing, MI.
PUB DATE- Jan 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Change Strategies; Curriculum Development; Educational Policy; Elementary Secondary Education; *Excellence in Education; Higher Education; *Institutional Mission; Liberal Arts; Minority Group Teachers; *Program Development; *School of Education; Student Recruitment; Teacher Recruitment
IDENTIFIERS- *Holmes Group Report

In late 1987, the Holmes Group called for member institutions to report on their first year of progress in educational reform. These reports serve as an early benchmark for the work in progress around th country. Readers of the 71 reports received prepared analytic memos summarizing their observations; these memos serve as a principal basis for the commentary in this publication. The following areas are covered: (1) creating "integrated, extended" programs for teacher education; (2) establishing the professional studies curriculum; (3) broadening and deepening the liberal arts preparation of prospective teachers; (4) strengthening and integrating clinical experience; (5) recruiting minority students and faculty; (6) interacting with state policy on teacher education; (7) improving the quality of teaching and assessment in teacher education; and (8) first year problems and futur agenda. (JD)

ED 312 233 SP 031 560

Hranitz, John R.; Shanoski, Lorraine A.
A Follow-Up Study of a Fifth-Year Teacher Certification Graduate Program in Early Childhood Education at Bloomsburg University of Pennsylvania--1988.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Childhood Education; Followup Studies; Graduate Surveys; Higher Education; *Program Evaluation; Questionnaires; *Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Extended Degree Programs
A study of the effectiveness of a fifth-year teacher certification program at the graduate level in Early Childhood Education was completed at Bloomsbury University of Pennsylvania in summer of 1988. Results from the two instruments that were sent to teachers who were certified in the program, and their immediate supervisors, indicated that teachers felt they were well prepared and that the employers were very pleased with the quality of work that the teachers were performing. When asked to rate their effectiveness in the classroom, 75 percent of the teachers rated themselves as being excellent. An analysis of the data gathered indicated that a program of training teachers at the graduate level in Early Childhood Education was an effective means of providing quality teachers for classrooms and centers today. Survey results are presented on tables and copies of the survey instruments are appended. (Author/JD)

ED 312 267 SP 031 715

Newman, Joseph W.
America's Teachers. An Introduction to Education.
PUB DATE- 90
AVAILABLE FROM- Longman Inc., 95 Church St., White Plains, NY 10601-1505 ($24.35).
NOTE- 300p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Career Ladders; Educational Research; *Labor Market; Legal Responsibility; Merit Pay; Private Schools; Public Schools; Teacher Associations; *Teacher Attitudes; *Teacher Characteristics; Teacher Salaries; *Teaching (Occupation)
Part 1 of this book explores the challenges and rewards of teaching as an occupation. Issues discussed include: (1) the kind of people who choose teaching as a career; (2) the teacher job market; (3) teacher salaries--including career ladders and merit pay plans; (4) the quality of teacher education and the controversy over teacher testing; (5) the role of the National Education Association and the American Federation of Teachers in professionalizing the occupation; and (6) the legal rights and responsibilities of teachers. Part 2 consists of four chapters on the history, philosophies and theories, sociology, and politics of American education. The third part focuses on to major issues for the 1990's: teachers and the curriculum, and private schools versus public schools. (JD)

ED 312 297 TM 014 069

Lawson, Stephen
Latent Trait Measurement: Do the Results Justify the Effort?
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Correlation; Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; *Measurement; Theory Practice Relationship; Validity
IDENTIFIERS- Data Sets; *Rasch Model
During the past several decades, a new class of measurement theory, called latent trait (or item response) theory, has become popular. Supporters contend that results obtained through the use of this theory prove vastly superior to classical measurement statistics. This paper investigates the use of the Rasch model, one of the more popular latent trait models, and compares results with those obtained through classical measurement methods. Three data sets consisting of dichotomously scored data from different tests were analyzed. Data Set 1 consisted of responses from 35 subjects across 18 test items. Data Sets 2 and 3 consisted of responses to 35 test items, with 791 and 797 subjects in Data Sets 2 and 3, respectively. These sets of data were used to calculate product-moment correlations between estimates derived from both approaches. Results indicate that Rasch statistics are similar to their classical measurement theory counterparts, suggesting that the more sophisticated model may not always be the preferred model. Three tables present data set information. (Author/SLD)

ED 312 032 PS 018 077

Greenblatt, Cynthia; Lawrence, Terri
High School-College Sequenced Curriculum in Early Childhood Education. Final Report.
Greater Hartford Community Coll., CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 18 Aug 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Curriculum Design; Curriculum Guides; *Early Childhood Education; Higher Education; High Schools; School Community Programs; *Secondary School Curriculum
IDENTIFIERS- Connecticut (Hartford)
This report describes a curriculum that enables students from Hartford Public High School to take a course which is relevant to the Early Childhood Program at Greater Hartford Community College. Successful completion of the course enables students to earn three college credits and meet high school graduation requirements. Objectives of the project concern: (1) general and academic competencies, learning objectives, course content, and instructional methodology; (2) eligibility requirements for participation in the program; (3) a system for monitoring and guiding students; (4) preparation of brochures and pamphlets which describe the Greater Hartford Community College degree and certificate programs; (5) recruitment activities for qualified students of Hartford Public High School; and (6) a mechanism to conduct an ongoing evaluation of the program. Appendixes include a career questionnaire, a post-evaluation questionnaire, a 15-week lesson plan, a form for visitations or observations, handouts, and a list of assignments and readings. (RJC)

ED 312 063 PS 018 338

Thomas, Jana H.
Implications of Being Left-Handed as Related To Being Right-Handed.
PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Brain Hemisphere Functions; *Cognitive Development
*Etiology; Literature Reviews
IDENTIFIERS- *Handedness

Research indicates that there are physical and social, and possibly cognitive, differences between left-handers and right-handers. The three substantive sections of this colloquium paper cover brain functions, theories pertaining to the genesis of handedness, and cognitive development as related to handedness. Section 1 provides a brief description of the brain and reviews the concept of left and right brain. Section 2, on the genesis of handedness, reviews theories on birth position, trait inheritance, cultural influence, birth stress pathological factors, neurological anomalies, familial learning, and genetic determinants. Section 3 concludes that differences in cognitive abilities of left- and right-handers are very small and of little practical importance. Sections 4 and 5 provide charts of difficulties many left-handed people face in their daily lives, and a summary of the relationship between the various research findings and handedness. Section 6 provides a partial listing of famous left-handed people. Section 7 cites approximately 15 references. (RH)

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ED 312 108 RC 017 229

Molnar, Joseph J., Ed.
Agricultural Change: Consequences for Southern Farms and Rural Communities. Westview Special Studies in Agricultural Science and Policy.
PUB DATE- 86
AVAILABLE FROM- Westview Press, Inc.; Frederick A. Praeger, Publisher; 5500 Central Avenue, Boulder, CO 80301 ($37.50).

NOTE- 440p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Agricultural Production; *Agricultural Trends; *Community Change; *Farmers; Farm Labor; *Quality of Life; Rural Areas; Rural Development; Rural Economics; Rural Family; Rural Farm Residents; *Socioeconomic Influences
IDENTIFIERS- Agricultural Change; Agricultural Economics; Agricultural Policy; *Farm Crisis; Small Farms; *United States (Southeast)

The 17 articles in this volume are designed to shed light on what farmers are experiencing during the current farm crisis and why. They also examine what current agricultural change means for rural life and rural communities, and what southern farming may be like in the foreseeable future. The articles represent contemporary research and scholarship on the social and economic changes that are rending the fabric of farm life today. The volume is a product of a five-year regional research project, "Agricultural Change: Causes, Consequences and Policy Implications." While the book's primary focus is on the southeastern states, several papers look at more general issues, reporting data from midwest studies. The broader theme is the interrelationships between community, family, and agricultural work. Part 1 examines quality of life on the farm, including the well-being of black farmers, the survival of small farmers, and welfare and satisfaction among farm residents. Part 2 addresses the notion of organization or structure of the farm sector, examining changes in agricultural production and how they affect rural development. Part 3 turns to relationships between farming and the quality of rural communities. Among the topics discussed are landownership patterns and how they affect communities and rural people. Part 4 considers the larger society's effects on farming. The influence of federal policy on farming is discussed, along with the elements of technological diffusion. This book is indexed by subject and author, including authors of all reference works. (TES)

ED 312 139 SE 050 909

Problem Solving Strategies. Inservice Presentation. Bulletin 1788.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Elementary Education.
PUB DATE- Jul 86
NOTE- 126p.; For other presentations in this series, see SE 050 896, SE 050 908.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; Elementary School Teachers; *Inservice Teacher Education; Instructional Materials; Mathematical Applications; *Mathematics Materials; *Mathematics Skills; Mathematics Teachers; *Problem Solving; Teacher Improvement; Teacher Workshops

This document contains an inservice presentation for teaching common problem solving strategies in mathematics word problems. Sections included are: (1) "Introduction"; (2) "Common Word Problem Strategies"; (3) "Break into Parts"; (4) "Guess and Check/Test"; (5) "Working Backwards"; (6) "Look For a Pattern"; (7) "Make or Construct a Table, Chart, or List"; (8) "Logical Thinking"; (9) "Make a Graph"; (10) "Act It Out"; (11) "Draw a Picture"; (12) "Solve a Similar/Simpler Problem"; (13) "Write an Equation"; and (14) "Suggestions for Teaching Problem Solving." Transparencies, handouts, and a list of five references are appended. (YP)

ED 312 201 SO 020 310

Defining Social Studies Education in Michigan (K-12).
Michigan State Board of Education, Lansing.
PUB DATE- May 89
NOTE- 129p.; For related documents, see ED 307 197 and ED 290 673.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Development; Democratic Values; Elementary
Secondary Education; Guidelines; Knowledge Level; *Objectives; Skill
*Social Studies; State Curriculum Guides
IDENTIFIERS- *Michigan

This document begins by providing some introductory guidelines on constructing a K-12 social studies program and conducting a curriculum program review and then goes on to focus on the goals and objectives for social studies education in Michigan. These are divided into three groups: knowledge; democratic values; and skills. For each of these areas, specific goals and objectives are set out with a discussion of how they apply to the various grade levels. The last quarter of the document contains definitions, illustrative concepts, and topics for various courses. This material is designed to help teachers and curriculum specialists enhance their understanding of the scope and structure of the social sciences, the humanities, and related areas of study. Appendices contain education codes for Michigan that relate to social studies education, a list of documents approved by the Michigan State Board of Education that contain recommendations specifically related to social studies education, and a textbook evaluation form. (JB)

ED 312 250 SP 031 603

Schutz, Paul A.
Improving Humanities Education. Final Report. 1988-89.
Austin Independent School District, Tex.
PUB DATE- Jul 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; College School Cooperation; *Curriculum Development; Elementary Secondary Education; Higher Education; *Humanities Instruction; *Program Attitudes; *Program Effectiveness; *Program Evaluation; School Districts
IDENTIFIERS- Austin Independent School District TX; University of Texas Austin
The Humanities Project was a 2-year collaboration between the Austin Independent School District (Texas) and the University of Texas at Austin. The primary goals of the project were, first, to provide selected teachers with an opportunity for intensive study in selected works of world literature, and second, to help teachers with the development of ways to apply those works to their classroom teaching. Summer course work at Texas University was followed by activities during the school year to promote both goals. This report presents findings on the evaluation of the program and the responses of participants regarding their satisfaction with the program and the ways in which their participation improved their teaching. (JD)

ED 312 282 TM 014 030

Conoley, Jane Close, Ed.; Kramer, Jack J., Ed.
The Tenth Mental Measurements Yearbook.
Buros Inst. of Mental Measurement, Lincoln, NE.
PUB DATE- 89
AVAILABLE FROM- University of Nebraska Press, 901 N. 17th Street, Lincoln, NE 68588-0520 ($125.00).
NOTE- 1,014p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Achievement Tests; English; Intelligence Tests; Language Tests; Mathematics Tests; Occupational Tests; Personality Measures; *Standardized Tests; Test Interpretation; *Test Reviews; Tests; *Test Use; Yearbooks

Commercially available tests and measurement instruments for use with English-speaking subjects are described and reviewed. Only tests that are new, have been revised since last reviewed in the Mental Measurements Yearbook series, or are considered established and highly used are included. The contents are as follows: (1) a bibliography of commercially available tests; (2) critical test reviews by experts in measurement and, often, in the content of the test, as well; (3) bibliographies of references for specific tests related to the construction, validity, or use of the test in various settings; (4) a test title index; (5) a classified subject index; (6) a publishers directory and index, including addresses and test listings by publisher (7) a name index, including the names of all authors of tests, reviews or references; (8) an index of acronyms of test titles; and (9) a score index to refer readers to tests featuring particular kinds of scores. (RAC)

ED 312 312 TM 014 111

Alexander, William M.; McEwin, C. Kenneth
Earmarks of Schools in the Middle: A Research Report.
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; *Educational Trends; Elementary Secondary Education; *Institutional Characteristics; Intermediate Grades; Junior High Schools; Mail Surveys; *Middle Schools; National Surveys; *School Organization; School Surveys; Trend Analysis
Characteristics of middle schools are analyzed, based on data from surveys in 1968 and 1988. In 1968, W. M. Alexander undertook a survey to provide benchmark data about middle schools with information from 110 schools. This study was replicated in 1988 with data received from 56% of the 10,857 schools approached. Comparison of these data confirmed the movement toward a 3-level school organization, with grades 6 through 8 the most popular middle school composition. The total number of grade 7 through 9 units (junior high schools) was 2,191 in 1986-87, a drop of 53% since 1970-71; and the total number of grade 6 through 8 units (middle schools) was 4,329, an increase of 160% since 1970-71. Middle schools continued to be relatively small but made more efforts toward better connection with the elementary and high schools in 1988. In all, 15 indicators of progress were identified and 8 indicators of lack of progress were found for the 20-year period. Study of middle schools in both survey years resulted in the conclusion that a middle school should exhibit the following characteristics: (1) an interdisciplinary organization with a flexibly scheduled day; (2) an adequate guidance program, with a teacher advisory plan; (3) a full-scale exploratory program; (4) curriculum provision for such broad goals and curriculum domains as personal development, continued learning skills, and basic knowledge areas; (5) effective and varied instructional methodology for the student age group; and (6) continued orientation and articulation for students, parents, and teachers. The middle school is moving toward becoming a full partner in education, but much remains to be done to ensure that all schools have the features they should have. Fifty-four data tables and the 1987 survey questionnaire are included. (SLD)

ED 312 326 UD 026 981

Public School Academy Achievement Test Results.
Minneapolis Public Schools, MN. Program Evaluation Services.
SPONS. AGENCY- General Mills, Inc., Minneapolis, Minn.
PUB DATE- 14 Jun 89
NOTE- 16p.; For related document, see UD 026 980.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; Mathematics Tests; *Nontraditional Education; *Outcomes of Education; Reading Improvement; *Reading Tests; *Scores; Standardized Tests; Statistical Analysis; Urban Schools
IDENTIFIERS- *California Achievement Tests; *Minnesota (Minneapolis)

A preliminary report on the California Achievement Tests (CAT) performance of students attending the Public School Academy (PSA) in Minneapolis (Minnesota) in 1988-89 is presented. The performance of students in grades 2-4 on the CAT reading comprehension and mathematics computation subtests and the performance of students in grade 4 on the mathematics concepts and applications subtest are summarized. Only students with both pretest and posttest scores were included in the analysis. The following findings are reported: (1) students scored at a wide range of levels on the fall 1988 reading comprehension test; (2) overall, students showed improvement in reading comprehension, with third graders showing the most improvement; (3) 61 percent of the students gained at least 10 grade-equivalent months in reading comprehension, with 57 percent of the third graders gaining at least 30 grade-equivalent months; (4) the amount of change in reading comprehension levels between fall and spring was not always directly related to the student's initial achievement levels; (5) all students showed improvement in math computation; (6) 76 percent of the students gained 10 grade-equivalent months in math computation; (7) fourth graders made an average gain of 10 grade-equivalent months in math concepts; and (8) the PSA did not achieve its goal that 75 percent of its students would gain at least 14 grade-equivalent months on the CAT. Statistical data are included on eight tables. (FMW)

ED 312 354 UD 027 095

State Plan for the Education of Homeless Children and Youth.
Vermont State Dept. of Education, Montpelier.
PUB DATE- 24 Apr 89
NOTE- 18p.; Portions of appendices contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; Program Implementation; Social Services; State Federal Aid; *State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987; *Vermont

Vermont's state plan for the education of homeless children and youth prepared in compliance with provisions of the Stewart B. McKinney Homeless Assistance Act of 1987, is presented in this document. The plan is comprised of five sections and five appendices. The first section cites non-regulatory guidance for compliance with Title VII, Subtitle B of the McKinney Act. The second section provides data on homeless children in Vermont. The third section defines homelessness under the McKinney Act. The fourth section summarizes Federal requirements for state homeless education initiatives. The fifth section presents Vermont's state plan. In addition to establishing a Coordinator of the Homeless Children and Youth Project, the plan outlines problems, objectives, strategies, standards, responsibilities, and timelines/review schedules for the following areas: (1) data gathering; (2) attendance/residency; (3) comparable services; (4) school records; (5) transportation; (6) information; and (7) dispute resolution. The following appendices are included: (1) a list of members of the Advisory Committee for the Education of Homeless Children and Youth; (2) copies of advertised notices of public hearings (3) a reprint of Title VII, Subtitle B of Public Law 100-77 (the McKinney Act); (4) a Vermont Department of Education fact sheet on changing residency requirements for homeless children and youth; and (5) a proposed State Statute amendment. (AF)

ED 312 005 JC 890 514

Jones, Enid B.
A Report on the Minority Business Enterprise Project, 1983-1989.
Minority Business Enterprise Project, Washington, DC.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Department of Commerce, Washington, DC. Minority Business Development Agency.
PUB DATE- 89
NOTE- 34p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Community Colleges; Cooperative Programs; *Entrepreneurship; *Minority Groups; *School Business Relationship; Small Businesses; Two Year Colleges

An overview is provided of the activities and accomplishments of the Minority Business Enterprise Project (MBEP) between 1983 and 1989. The project's objectives are to provide education, training, and assistance to minority entrepreneurs, business owners, and managers through the nation's two-year colleges. Section 1 underscores the importance of minority business development and identifies obstacles to minority business success. Section 2 explains the origins of the MBEP and describes the project's major components (i.e., development of partnerships between private and public sectors, entrepreneurship education, business management training, technical assistance, clearinghouse services, and workshops and seminars on minority business development). In addition, this section identifies the organizations and partners in the MBEP, including the American Association of Community and Junior Colleges, participating community and junior colleges, the Minority Business Development Agency, minority business development centers, the National Minority Supplier Development Council, Opportunities Industrialization Centers of America, Inc., Jobs for Progress, Inc., and participating high schools. Section 3 offers an overview of local minority business enterprise programs, highlights the achievements of 45 community colleges, and discusses the purpose and accomplishments of regional partnership forums. Section 4 projects future directions for the project. Appendixes provide a statistical summary of MBEP activities and a resource list of government agencies, private organizations, publishers, and instructional resources. (AYC)

ED 312 019 JC 890 529

Anderson, Gwendolyn; Ewing, Dessa
A Multicultural Sequence of Humanities Electives.
PUB DATE- 9 Nov 89
NOTE- 18p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Colleges; *Cultural Awareness; Cultural Exchange *Curriculum Enrichment; Elective Courses; *Ethnic Studies; *Humanities Instruction; *Literature; *Minority Groups; *Multicultural Education; Two Year Colleges
IDENTIFIERS- *Delaware County Community College PA
In order to promote multi-cultural literacy among its students, Delaware County Community College (DCCC) developed a multi-cultural sequence of humanities electives. The sequence emerged as a response to the predominantly White student body's lack of knowledge or curiosity about other cultures. The first of the four courses in the sequence is entitled "Women in Literature," a team-taught course focusing on the works of women authors from four American ethnic groups: African Americans, Native Americans, Chicanas, and Asian Americans. The second course, entitled "Literature: The Minority View," focuses on the literature of a different cultural group during each of three semesters beginning with Black authors in America, followed by Asian American and and Central/South American literature. The remaining two courses were deliberately designed to broaden students' cultural perspective. "Myths of Our Western Culture" uses literature, film, music, dance, and visual art to explore cultural myths and their changing relevance to society. The final course in the sequence, currently under development, will explore the social, cultural, economic, and political contributions of Hispanic peoples. DCCC intends to supplement this four-course sequence with interdisciplinary courses and a variety of extracurricular cultural activities, such as clubs and ethnic food festivals. Bibliographies for each of the four courses are attached. (JMC)

ED 312 048 PS 018 298

Roggman, Lori A.
Age Differences in the Goals of Toddler Play.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Attention; Models; Mothers; *Objectives Parent Participation; *Play; *Social Behavior; *Toddlers
IDENTIFIERS- *Developmental Patterns
This study investigated the issue of whether a shift occurs in infant play goals at around the beginning of the second year in terms of the organization of object-directed and caregiver-directed attention and preference for toys that require the caregiver's involvement. A total of 108 infants of 10, 15, and 29 months were observed playing with "nonsocial" and "social" versions of toy trains. Children could play with the nonsocial train alone, but the social train required the involvement of an adult. The 15-month-olds were expected to play more than the other subjects with the social toy and to attend more to the mother when playing with the toy. Records were made of subjects' looking time for the two toys and the mother. Toy preference was measured by comparing the time spent looking at each train. Gazes to mother preceded and followed by gazes to a particular version of the toy were considered associated with that toy. Results, which offered moderate support of the hypothesized age change in toy preference, showed that 15-month- olds, but not younger and older infants, looked longer at the social toy than at the nonsocial toy. Furthermore, 15-month-olds organized more attention to mothers in relation to the social toy than to the nonsocial toy; more attention in relation to the social toy than 10-month-olds; and less in relation to the nonsocial toy than 29-month-olds. (RH)

ED 312 079 PS 018 360

Johnston, John M.
Class Size and Life in Second Grade Classrooms. A Project STAR Progress Report.
Tennessee State Dept. of Education, Nashville.
PUB DATE- Oct 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; Educational Improvement; *Elementary School Teachers; Grade 2; Longitudinal Studies; Primary Education; *School Policy; State Programs; *Teacher Aides; *Teacher Attitudes
IDENTIFIERS- Policy Research; *Project STAR; Tennessee
Teacher's perceptions of their experiences in teaching small classes or with a full-time teacher's aide are discussed in this report. The study reported was part of Tennessee's Project STAR: a 4-year, longitudinal demonstration policy study. Analyses were conducted on interviews with 86 teachers of small second grade classes, 54 teachers of second grade classes of regular size, and 71 teachers from second grade classes of regular size who were assisted by a full-time teacher aide. Teachers were from inner-city, suburban, urban, and rural schools. Discussion focuses on differences in: (1) amount of content covered; (2) amount of instructional time on task; (2) monitoring of pupils' work; (4) ability to match level of instruction to the ability of individual pupils; (5) pacing of instruction; (6) degree of active student-teacher academic interaction; (7) individual attention to students; (8) classroom social climate; (9) demands on available time; and (9) aspects of the use of the full-time teacher aide. Project STAR teacher interviews revealed distinct and consistent perceptions and explanations that clearly illustrated that having fewer children or an adult assistant in the classroom contributed to significant improvements in the quality of teachers' worklife, the classroom learning environment, and children's experiences in schools. (RH)

ED 312 122 SE 050 652

Miller, Cynthia A.
Do Left or Right Brain Training Exercises Have the Greater Effect upon College Calculus Achievement?
PUB DATE- 88
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Chicago, IL, April, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Brain Hemisphere Functions; *Calculus; *College Mathematics; *College Students; Females; Higher Education; *Lateral Dominance; *Mathematics Achievement; Mathematics Tests
Research supports the premise that various mathematical topics can be categorized as being performed better by the left or right brain hemisphere. This study examined the effect of left and right brain hemispheric lateralization exercises upon course grades in two sections of Analysis I (beginning calculus for mathematics/science majors) at a small liberal arts college for black women. In one section, 25 students were given two different types of logical-verbal left brain activities. In the other section, 30 students were given two different types of viseo-spatial right brain activities. Torrance's "Style of Learning and Thinking" was used to assess students' lateralization preferences. There was no significant difference in course grade means between the two treatment groups. However, left dominant subjects in the left brain treatment group scored higher on course grade than left dominant subjects in the right brain treatment group. Also, right dominant subjects in the right brain treatment scored higher than right dominant subjects in the left brain treatment group. Laterality differences in course grades, Scholastic Aptitude Test (SAT) scores, high school grade point average (GPA), and college GPA were also examined. Included are 27 references and examples of right brain and left brain activities. (DC)

ED 312 156 SE 051 009

Resources for Clergy in Human Genetic Problems. A Selected Bibliography. Second Edition.
National Center for Education in Maternal and Child Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 88
AVAILABLE FROM- National Maternal and Child Health Clearinghouse (NMCHC), 38th and R Streets, NW, Washington, DC 20057 (single copy free while supply lasts).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bioethics; Biology; *Clergy; Congenital Impairments; Counseling; *Counseling Services; *Disabilities; Diseases; *Family (Sociological Unit); *Genetics; Heredity; Postsecondary Education; Reference Materials

Genetic disease and birth defects pose a unique set of concerns for affected individuals and their families. The need of these individuals for pastoral care--guidance for difficult decisions, bereavement counseling, and support--has opened a new area of ministry for pastors and pastoral counselors of all faiths. This ministry occupies the intersection of the disciplines of pastoral care, bioethics, and genetic counseling. This bibliography is intended both to introduce pastors, pastoral care workers, and educators to this unique dimension of health care and to assist them in extending their knowledge of the field. With the exception of a few classic articles, only material from the last ten years is included in this edition. The bibliographies are classified into four chapters: (1) "New Frontiers in Biology: Ethical, Legal, and Theological Concerns"; (2) "Clergy Involvement in Genetic Counseling"; (3) "The Religious Community and Persons With Disability"; and (4) "Support for Families." (YP)

ED 312 217 SP 031 475

Niccollai, Rene, Ed.
Gymnastics. Selected Coaching Articles. Officiating Techniques.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.
PUB DATE- May 89
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, 1900 Association Drive, Reston, VA 22091.
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletic Equipment; Dance; *Gymnastics; Injuries; Judges; Muscular Strength; Safety; Standards; Student Evaluation; *Womens Athletics

This publication is a compilation of articles directed toward providing a better understanding of the various aspects of gymnastics and to promote a greater proficiency among educators, coaches, judges, leaders, and participants of sport programs for girls and women. Articles in the first section cover the technical aspects of gymnastics: (1) vaulting; (2) the turning uprise; (3) floor and beam routine; (4) dance technique; and (5) apparatus and tumbling. Subsequent articles cover the topics of: (1) gymnastic equipment; (2) safety; (3) strength and conditioning; (4) injuries; (5) application of changes and clarification of the Federation of International Gymnastics Code; (6) judging; and (7) officiating. (JD)

ED 312 234 SP 031 564

Mager, Gerald M.; Corwin, Carol
The Mentor-Intern Relationship: A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1987-1988.
PUB DATE- Nov 88
NOTE- 110p.; For the first year's report, see ED 303 421.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Internship Programs; *Interpersonal Relationship; *Mentors; Program Attitudes; Program Evaluation; State Programs; Teacher Characteristics; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *New York State Mentor Teacher Internship Prog
The central feature of the New York State Mentor Teacher-Internship Program is the establishment of a relationship between an experienced, highly regarded teacher and one who is just beginning the work of teaching or is beginning to teach in a different area of certification. Building on the results of the first year's statewide evaluation, the second year evaluation design was set to pursue many of the same questions that guided the collection of data in the first year, particularly those which bore directly or indirectly on the mentor-intern relationship. Six survey instruments were developed. Interns and mentors were the chief sources of information; local project coordinators were also surveyed for perspective. Interviews at selected sites provided further insight. The first section of the report reviews the backgrounds of the teacher participants. The second section reviews several matters regarding the matches made between interns and mentors. In the third section, descriptions are presented of how the relationships were begun, followed by a section on the problems encountered in the projects. The fifth section reviews experiences in the relationships generally, and expectations regarding the continuation of the relationships in the coming year. (JD)

ED 312 268 TM 013 814

Plain Talk about Tests.
Educational Testing Service, Princeton, N.J.; National PTA, Chicago, Ill.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Achievement Tests; Aptitude Tests; College Entrance Examinations; Criterion Referenced Tests; Elementary Secondary Education; Norm Referenced Tests; *Parent Role; Parent Student Relationship; *Scores; *Standardized Tests; Test Reliability; *Test Use; Test Validity

A brief review of the types and uses of tests, to aid parents in interpreting their children's test scores, is presented. Tests covered include classroom tests, standardized tests, achievement tests, aptitude tests, norm-referenced tests, and criterion-referenced tests. Issues associated with test reliability and validity are addressed and the differences among correct scores, percentiles, grade equivalent scores, stanine scores, and college admission test scores are identified. Finally, it is recommended that parents: (1) help their children build a positive attitude toward tests and develop good work habits, and (2) discuss test results with their children. (TJH)

ED 312 298 TM 014 070

Campbell, Kathleen T.
Dangers in Using Analysis of Covariance Procedures.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Analysis of Variance; *Multivariate Analysis; Regression (Statistics); Researchers; *Research Problems; Statistical Analysis; Theory Practice Relationship

Problems associated with the use of analysis of covariance (ANCOVA) as a statistical control technique are explained. Three problems relate to the use of "OVA" methods (analysis of variance, analysis of covariance, multivariate analysis of variance, and multivariate analysis of covariance) in general. These are: (1) the wasting of information when intervally scaled independent variables are converted to the nominal level; (2) the distortion of distribution shapes of and relationships among the non-interval predictor variables; and (3) the reduction of power against Type II error. Three other problems are associated with the use of ANCOVA as a statistical control technique: the need for very reliable measurement of the control variables; the regard many researchers have for ANCOVA as an almost magical technique for equalizing dissimilar groups; and the fact that researchers frequently disregard the critical homogeneity of regression assumption. If the regression equations of the groups are not reasonably similar, the single regression equation calculated by ignoring group membership will result in underadjustment for the experimental group. (Author/SLD)

ED 312 340 UD 027 074

Christner, Catherine; And Others
Chapter 1 and Chapter 1 Migrant Evaluation Findings. 1988-89. Publication No. 88.03.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jun 89
NOTE- 28p.; For 1986-87 report, see ED 287 898.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compensatory Education; *Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; *Migrant Programs; Program Evaluation; *Reading Programs; *Remedial Reading; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1; Texas (Austin)
This document comprises a report on the evaluation of the 1988-89 compensatory elementary education programs in the Austin (Texas) Independent School District funded under Chapter 1 of the Education Consolidation and Improvement Act. The programs comprised provision of reading instruction to disadvantaged elementary students and a separate component that provided reading instruction to migrant students. The following major findings are reported: (1) reading students in grades 2-6 made impressive gains in grade equivalents in reading comprehension when compared to the typical gain for low-achievers; (2) the number of students in grade 1 who mastered the TEAMS reading test increased when compared to 1987-88, but the mastery percentages for students in grades 3 and 5 decreased; (3) of the 732 students served in 1987-88, 123 (17 percent) were no longer eligible in both 1988 and 1989, 320 (44 percent) were eligible in 1988 but not 1989, 170 (23 percent) were not eligible in 1988 but became eligible in 1989, and 119 (16 percent) remained eligible in both 1988 and 1989; (4) the number of parents participating in the Parent Advisory Council (PAC) meetings and training sessions more than doubled from 1987-88 to 1988-89 and the number of migrant parents nearly doubled over the same time period; (5) new ways to provide instructional services to migrant students need to be identified because only about one-fourth of eligible students received services from the Migrant Program during the regular school year. Statistical data are included on 15 tables and graphs. The results of surveys of teachers and program administrators are given in two attachments, and a list of participating schools, a list of definitions of terms used in the report, and an eight-item bibliography are also provided. (FMW)

ED 312 368 UD 027 134

Mayer, Steven E.; Scheie, David M.
Supporting Low Income Neighborhood Organizations. A Guide for Community Foundations.
Rainbow Research, Inc., Minneapolis, Minn.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 89
AVAILABLE FROM- Rainbow Research, Inc., 1406 West Lake Street, Minneapolis, MN ($15.00).
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Organizations; *Grantsmanship; *Low Income Groups; *Neighborhood Improvement; *Philanthropic Foundations; *Private Financial Support; Program Descriptions; Program Development; Program Evaluation; Program Guides

Community foundations can be effective vehicles for channeling support to low income neighborhood organizations. This document comprises a guide for community foundations to help them develop their grantmaking and programming skills and to connect with other elements of community leadership. Chapter 1, "Why Support Low Income Neighborhood Organizations?" introduces the reader to neighborhood organizations and presents rationales for community foundation support of low income neighborhood organizations. Chapter 2, "Structuring the Program," gives guidance in developing a grantmaking program for neighborhood organizations. Chapter 3, "Helping Neighborhood Organizations Become Effective," describes what community foundations can do beyond grantmaking to help neighborhood organizations become effective. Chapter 4, "Expanding the Community Foundation's Capacities," presents features of a neighborhood grant program that will expand a community foundation's own capabilities, as well as increase support from within the community for low income self-help activity. Chapter 5, "Neighborhood Projects on a Shoestring," describes the range of neighborhood projects supported by community foundations in the Community Foundations and Neighborhoods Small Grants Program in detail, and presents hallmarks of successful projects. Chapter 6, "Assessing the Effectiveness of a Neighborhoods Program," is a checklist that can be used by community foundations and neighborhood groups in planning, evaluating, and training. The appendices comprise a list of neighborhood grants programs in eight community foundations and a partial list of institutions supportive of low income neighborhood-based organizations. (FMW)

ED 312 033 PS 018 160

Weikart, David P.
Quality Preschool Programs: A Long-Term Social Investment. Occasional Paper Number 5.
Ford Foundation, New York, N.Y.
PUB DATE- Jun 89
AVAILABLE FROM- Ford Foundation, Office of Communications, 320 East 43 Street, New York, NY 10017 (free).
NOTE- 37p.; Project on Social Welfare and the American Future.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; Early Childhood Education; Longitudinal Studies; *Outcomes of Education; *Preschool Education; *Program Effectiveness; *Public Policy; Student Centered Curriculum; *Young Children
IDENTIFIERS- Perry Preschool Project
This report analyzes the long-term benefits, to children and society, of high-quality early childhood education. Specifically, it explores the contribution which these programs can make as a long-term social investment and as a means of ameliorating the effects of poverty. Evidence for the outcomes of such programs comes from a long-term study of the Perry Preschool Project in Ypsilanti, Michigan. Disadvantaged black children (N=123) aged 3 and 4 were randomly assigned to an experimental group (that received a high-quality preschool education) or to a control group (that received no preschool training). The study, initiated in 1962, is now in long-term follow-up. The study indicates that good preschool programs can lead to consistent improvement in poor children's achievement throughout their school years, a reduced delinquency and arrest rate, a reduced teenage pregnancy rate, and decreased dependency on welfare. Case studies of the project's children reveal factors which contribute to successful life patterns. Factors that contribute to successful preschool programs include the curriculum parent involvement, and program quality. Many states are developing early childhood programs and allocating funds for them. Several policy issues must be resolved if services are to be restructured in such a way that all will benefit. These issues include the allocation of resources, the maintenance of high quality early childhood programs, day care, needs of middle class children, and dangers of formal academic standards for young children, distrust of public schools by some agencies that serve children, and shortage of personnel. (RJC)

ED 312 064 PS 018 339

Crews, Cecilia N.
Effects of Food Products on Behavior, Learning Abilities, and Social Relationships in Preschool and Elementary School Children.
PUB DATE- Aug 89
NOTE- 40p.; Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allergy; *Behavior Problems; Early Childhood Education; *Elementary School Students; *Kindergarten Children; *Nutrition; Research Design
IDENTIFIERS- *Caffeine; Food Additives; *Sugar Excess
A kindergarten teacher reviews research findings on aspects of children's diet that may influence behavior and the ability to learn. Introductory discussion presents vignettes relating kindergarten children's behavioral responses to dietary intake. A brief background section offering dietary tips is followed by relatively extended discussions of caffeine, sugar, food additives, food allergies, and general nutrition. The section on caffeine emphasizes Baer's (1987) naturalistic study of the responses of individual children to caffeine. The study found only a few weak relationships between caffeine ingestion and outcome variables. The discussion of sugar's effects focuses on carbohydrate sensitivity and hyperactivity. The section on food additives focuses on Dr. Feingold's research, the effectiveness of the Kaiser-Permanente (K-P) Diet, as well as studies showing no consistent deterioration in children's behavior following dietary challenges with artificial food coloring. Discussion of food allergies takes into account the summation effect, exemplified by a child who has symptoms from eating chocolate only during ragweed season. Concluding remarks briefly consider problems related to inadequate nutrition, skipping breakfast, iron and protein deficiency, sugar excess, and chronic hunger. (RH)

ED 312 140 SE 050 910

Nickinson, Pat
Sandcastle Moats and Petunia Bed Holes. A Book about Groundwater.
Virginia Water Resource Research Center, Blacksburg.
PUB DATE- 86
AVAILABLE FROM- Publications Services, Virginia Water Resources Research Center, 617 N. Main Street, Blacksburg, VA 24060 ($8.00).
NOTE- 36p.; For teacher's guide, see SE 050 911. Some illustrations may not reproduce well. Partially funded by the Virginia Environmental Endowment.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Environmental Education; Science and Society; *Science Materials; Secondary Education; *Secondary School Science; Waste Water; *Water; Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- *Ground Water; *Virginia
This book provides five instructional units on groundwater. Units included are: (1) "Where's the Groundwater?" (describing the concepts of a saturated zone, water table, hydrologic cycle, recharge and discharge, core of depression, subsidence, and saltwater intrusion); (2) "How Does It Travel?" (discussing porosity, permeability, impermeability, sedimentary rock, crystalline rocks, faults, unconsolidated deposits, aquifer, and artesian well; (3) "What's in the Groundwater?" (discussing septic systems, toxic materials, leachates, landfills, hazardous waste sites, nitrates, and radioactive wastes); (4) "Virginia's Regions" (describing five main geologic regions); and (5) "What We Can Do to Help." The publication contains many diagrams, demonstrations, and a glossary. (YP)

ED 312 173 SO 020 235

Peters, Richard
Our Common Home: Earth. Japan (A Culture Study Unit).
PUB DATE- Apr 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- *Area Studies; *Cultural Awareness; Elementary Secondary
Education; Foreign Countries; Instructional Materials; Learning
Activities; Learning Modules; *Social Studies; Study Skills; Tests;
Units of Study
IDENTIFIERS- *Japan; *Japanese Culture; Japanese Studies
Designed to provide students and teachers with opportunities to investigate the social, cultural, and historical traits of Japan, this study unit can be adapted to the needs of any group within the social studies curriculum (grades 4-12). An overview and outline on Japan covers the areas of geography, population, history, unique features (e.g., the people, food specialities, sports, and the arts). A suggested list of things about Japan to be learned and understood by students in grades 3-5, and a list of attitudes and values to be gaine from the unit on Japan are given. Specific study skills, map and globe skills, and observation and learning skills that can be achieved are enumerated. A group of 53 developmental activities, primarily for grades 3-5 is listed. Several different aspects of Japanese culture ar briefly discussed (e.g., Emperor Hirohito, the samurai, the geisha, Shinto, Zen, the home). A section of Japanese words, numbers, phrases, a pronunciation guide, a map of Japan and a multi-format final examination conclude the study unit. (PPB)

ED 312 188 SO 020 276

Carter, Thomas; Fleischhauer, Carl
The Grouse Creek Cultural Survey: Integrating Folklife and Historic Preservation Field Research.
Library of Congress, Washington, D.C. American Folklife Center.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Architectural Character; Architecture; Area Studies; Community Study; Community Surveys; Cultural Background; Ethnography; *Field Studies; *Folk Culture; *Interdisciplinary Approach; *Local History; Naturalistic Observation; *Research Methodology; Rural Areas Social History
IDENTIFIERS- Built Environments; Heritage Education; *Utah
Grouse Creek is a small Mormon ranching community in the extreme northwest corner of Utah. A survey of that community was conducted during 1985 by a team of folklorists, architectural historians, and historians, with the purpose of testing the idea of combining in the same fieldwork a concern for architecture, folk arts, and folklife. The work was motivated by a growing commitment among public sector historians and folklorists to a more comprehensive approach to preservation that includes both tangible and intangible cultural resources and embraces both the historical past and the cultural present. The focus of this report is not on history or ethnography, but on concept and method. It examines one project, reviewing its background and genesis, describing its planning and execution, reporting its findings (which comprise approximately one half of the document), and judging what may be learned from it. The benefits of the Grouse Creek project extended to all of the participating agencies, and the survey's findings and the development of the extensive project archive will encourage future exhibits or publications. An integrated survey is more time-consuming and costly than a less elaborate architectural survey; an appendix offers an overview of the project's costs. A brief summary of the project archive and a 17-item bibliography are also included. Document contains black and white photographs. (JB)

ED 312 251 SP 031 608

Proceedings of the Southwest Park and Recreation Training Institute (34th Annual, Kingston, Oklahoma, February 5-8, 1989).
Southwest Park and Recreation Training Inst., Lubbock, TX.
PUB DATE- Feb 89
AVAILABLE FROM- Park Administration Dept., Texas Tech University, Lubbock, TX 79409 ($8.00).
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; Aquatic Sports; Economic Factors; Fund Raising; *Maintenance; *Marketing; *Parks; Recreational Activities; *Recreational Facilities; *Tourism; *Turf Management
IDENTIFIERS- Risk Management

The opening general session at this conference addressed the challenges of marketing public parks with particular emphasis upon the population of retired persons with the means to travel. The workshops dealt with the responsibilities of park personnel and management for improving services to park visitors. Brief reports are given of the concurrent educational sessions which included the topics of: (1) work management; (2) resource and visitor protection; (3) maintenance of park flora; (4) special event programming; (5) budgeting and finance; (6) employee guidance and counseling; (7) water recreation and management; and (8) park design. (JD)

ED 312 283 TM 014 031

Van Mondfrans, Adrian P.; And Others
Provo's Year Round Education Program. First Year Evaluation.
Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS. AGENCY- Provo City School District, Utah.
PUB DATE- Aug 85
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Educational Assessment; Elementary Education; Elementary Schools; Elementary School Teachers; Instructional Effectiveness; *Parent Attitudes; Parents; *School Schedules; Standardized Tests; *Teacher Attitudes; *Year Round Schools
IDENTIFIERS- *Provo City School District UT; *Year Round Programs
The costs and benefits of Year Round Education (YRE), a system in which students have short, staggered vacation periods, so that only a subgroup of students are attending school at any one time, were explored by the Provo (Utah) City School District. In an effort to accommodate a growing number of students without building additional classrooms, YRE was put into effect in one school (Westridge Elementary School) in 1984-85, and was planned for another school (Sunset View Elementary School). Opinions of parents were determined through questionnaires and instruments administered to 100 Westridge and 70 Sunset View parents and through case studies of 15 Westridge and 5 Sunset View families. The overall response rates for Westridge and Sunset View parents were 70% and 54%, respectively. Overall, 65% of Westridge parents evaluated YRE as moderately positive or very positive. Sunset View parents were more evenly divided; 53% evaluated YRE as positive. All of the Westridge teachers thought that YRE should continue, and 69% of Sunset View teachers preferred it after they had participated in informational meetings explaining the system. Cost benefit analyses showed real savings. Results of the first year revealed no clear-cut gain in standardized test scores; however, they did not suggest any loss associated with YRE. Forty-four graphs and 14 tables are included. Appendices provide: (1) the parents' questionnaire; (2) the teachers' questionnaire; (3) a summary of the cost effectiveness analysis; (4) case-study data; and (5) 25 parent attitude graphs. (SLD)

ED 312 095 RC 017 214

Jenkins, Susan; And Others
Female Headed Families in Georgia: Policy Implications.
PUB DATE- Apr 89
NOTE- 43p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association, Southern Association of Agricultural Scientists (Nashville, TN, February 4-7, 1989). Contains two maps that may not reproduce well due to small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Employment Opportunities; *Fatherless Family; *Heads of Households; *Mothers; Needs Assessment; *Policy Formation; Population Trends; *Poverty; Rural Urban Differences; Social Science Research; Trend Analysis
IDENTIFIERS- Counties; *Georgia; Project Headstart
This paper considers the rising phenomenon of one-parent, female-headed households in Georgia, identifies family service needs of these families, and explores availability of services. Female-headed families account for 16.4% of all families in Georgia, making it second-highest in the nation. From 1970 to 1980, the number of female-headed families living below the poverty level there increased by 32%. Census data are used to identify 26 (of 159) Georgia counties with higher numbers of households headed by females under age 35 and with children under age 6, and to determine the available day-care services in these counties. Eight of the 26 counties are metropolitan, the rest being more rural, where job opportunities are limited. The need for infant care is critical. The number of female-headed families apparently is increasing with female providers tending to be young and less educated. The relationship between children and employment is also a critical issue, with the lack of adequate child care forcing many female-headed families to live in poverty. One federal program used as an alternative to day care is the Headstart program. In the 26 "high" counties, the ratio of female-headed families to available Headstart placements ranges from 1.7 to 12.6 families per opening. Policy recommendations include consideration of the female-headed household as a new, permanent family form, and the suggestion that policies keep better pace with changing societal needs. This paper contains 24 references. (TES)

ED 312 157 SE 051 010

Burdett, Hal; And Others
Toward the 21st Century. A Continent in Crisis: Building a Future for Africa in the 21st Century. A Special Report by the Population Institute to the 101st Congress.
Population Inst., Washington, D.C.
PUB DATE- 8 Nov 88
AVAILABLE FROM- The Population Institute, Treasurer, 110 Maryland Avenue, NE, Washington, DC 20002 ($5.00 plus postage; over 30 copies $4.00 plus postage).
NOTE- 29p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; *Family Planning; *Foreign Policy; *International Cooperation; *International Programs; *Overpopulation; Policy; Population Education; *Population Growth
IDENTIFIERS- *Africa
Africa's population is now 630 million, and it is growing faster than any other region in the world. But while Africa's population grows by 3.1 percent annually, the continent's food supply increases by only 1.1 percent per year. Throughout the 1980s more and more African governments have agreed that lasting development is possible only if population growth subsides. This document, as resource material for United States foreign policy-making, describes the economic and environmental problems in African countries and the efforts to reduce their population growth rate. The country-by-country breakdown, focusing primarily on sub-Saharan Africa, summarizes: (1) the population picture; (2) what is currently being done to curb population growth; and (3) what must be done in the future to change the course of Africa's descent into economic, social, and environmental turmoil. It is recommended that the United States rethink its previous policies and assume a leadership role, especially by resuming its support for the two organizations with the most effective track records in African development, namely, the United Nations Population Fund and the International Planned Parenthood Federation. Lists 32 references. (YP)

ED 312 202 SO 020 311

Current Issues: Critical Issues Confronting the Nation and the World. 1990 Edition.
Close Up Foundation, Arlington, VA.
PUB DATE- 89
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 (1-24 copies, $10.00; over 24, $8.00 each).
NOTE- 336p.; For accompanying teachers' guide, see SO 020 312. Some photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Civil Rights; Controversial Issues (Course Content); Disarmament; Economics; *Federal Government; *Federal Programs; Foreign Countries; *Foreign Policy; Government School Relationship; International Relations; International Trade; Social Services; *World Affairs; *World Problems
IDENTIFIERS- Central America; China; Europe (West); Foreign Aid; Middle East; South Africa; USSR

This annual publication seeks to inform interested readers about issues currently confronting the United States. The introductory section briefly discusses the 101st Congress, members of the Bush administration, and the Supreme Court. The federal budget process is also discussed in this section. The section on domestic policy issues contains the following chapters: (1) "The Economy," (2) "Education," (3) "Civil Rights," (4) "Social Programs," (5) "Health Care," (6) "Immigration," (7) "Energy," (8) "Environment," (9) "Agriculture," and (10) "Crime." The chapters in the foreign policy issues section are: (1) "The Soviet Union," (2) "Defense," (3) "Central America," (4) "The Middle East," (5) "International Trade," (6) "Western Europe," (7) "Nuclear Proliferation," (8) "World Poverty and U.S. Foreign Aid," (9) "South Africa," and (10) "China." Each chapter poses some key questions then provides an introduction, background information, a discussion of current issues, the outlook concerning the chapter topic, and a brief presentation of the pros and cons of the key questions posed at the beginning of the chapter. Numerous black and white photographs, charts, graphs, maps, and political cartoons are included. (JB)

ED 312 218 SP 031 479

Hauser, Jerald
Dynamic Discourse: Tactics, Designs, and Teacher Attitudes.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Summer Conference of the Associatio of Teacher Educators (Tacoma, WA, August 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Body Language; *Cognitive Development; *Communication Skills; *Discussion (Teaching Technique); *Persuasive Discourse; *Receptive Language; Teacher Attitudes
IDENTIFIERS- *Thinking Skills
High level thinking abilities extend beyond just command of facts an concepts. More crucial is idea use and refinement through discourse encounters. Thinking in classrooms is served by dialogic teachers who understand and use the right discourse tactics and designs. Effective discourse will usually be accompanied by: (1) extended idea exchanges; (2) participation of teachers and students sharing opinions; (3) engaged and higher order thinking energies; (4) attitude flexibility; (5) willingness to discuss uncertainties; (6) willingness by all, or most, to share knowledge and opinions; and (7) participants becoming more competent and confident about their communication abilities. Tactics are teacher controlled with students in the mode of prompted responders. Designs are an array of extended and consequential activities and assignments embedded into content units and intended to generate sincere, autonomous, and spontaneous discourse episodes. Documentation and pragmatic recommendations for tactics and especially designs are comprehensive. A group evaluation form is appended. (Author)

ED 312 269 TM 013 833

Taharally, L. C.
Fantasy Play, Language and Cognitive Ability of Four-Year-Old Children in Guyana South America.
PUB DATE- 27 Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Cognitive Ability; Foreign Countries; *Language Skills; Nursery Schools; *Preschool Children; Preschool Education; *Pretend Play; Rural Environment; Sex Differences; Story Telling; *Symbolic Language; Urban Environment
IDENTIFIERS- *Guyana
A controlled study involving 60 randomly selected 4- to 5-year-old children from Guyana (South America) assessed whether providing the opportunity for fantasy play to children in nursery schools that do not provide such opportunity would have an effect on the children's level of symbolic, language, and cognitive ability. Subjects included 20 children each from urban, rural, and mining areas, with equal numbers of boys and girls from each area. At the time of the study, the children were all completing the first year of a 2-year nursery education program. Over a 30-day period, children in the experimental groups played for 25 minutes each day with toys believed to stimulate imaginative play, while children in the control group engaged in coloring or cut-and-paste activities. Research assistants observed, tape-recorded, and coded the behaviors of all subjects in the play situation on the first 2 days and last 2 days of the intervention period. Play was measured by a Symbolism Rating Scale; language was measured by comparing the average mean length of utterances; and cognitive ability was assessed using a story retell task and a story interpretation task. An analysis of variance was conducted to analyze differences among scores by group, region, and sex, and to measure gain scores of subjects from pre-tests to post-tests. Results indicate that the opportunity for fantasy play can have a positive impact on the level of symbolic play and language. Two data tables are provided. (Author/TJH)

ED 312 313 TM 014 114

Corcoran, Thomas B.
Competency Testing and At-Risk Youth.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Dropout Rate; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; Equal Education; Graduation Requirements; *High Risk Students; *Minimum Competency Testing; Public Schools; State Programs; Student Promotion *Testing Problems; Testing Programs

Issues surrounding the statewide competency testing of at-risk students are discussed. Sanctions, such as negative evaluations of educational programs associated with such tests, used to fall most heavily on schools and staff, but tests are increasingly becoming prerequisites for promotion and graduation, with increasing impact on students. Proponents of competency tests believe that they will motivate students, bring much-needed educational reform, and stimulate general improvements and public support for the public schools. The most serious issues include: the effects of testing on the achievement of students who are at risk and on the dropout rate; the effects of such tests on curricula; the effects of such testing on the teaching profession; and the impact of the tests on public support for education. Empirical evidence about these concerns is not widely available but several conclusions can be drawn: (1) such tests are here to stay; (2) tests will not resolve the issues of equity that still plague public education because these are political issues; (3) there may, in fact, be associated with the use of tests serious effects that must be monitored. The solutions to these problems appear to lie, not in less testing, but in more and better testing to yield accountability and motivation effects without curricular distortion. (SLD)

ED 312 327 UD 027 002

Valentine, Peggy; Andrew, Loyd
Living in Franklin Square: An Exploration of Black Culture.
PUB DATE- Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aspiration; *Black Attitudes; *Black Culture; Black Family; Caste; *Coping; Documentation; *Equal Opportunities (Jobs); Ethnography; Folk Culture; Ghettos; Higher Education; Interviews; Low Income Groups; Participant Observation; Slavery; *Social Stratification; Surveys; Urban Problems
IDENTIFIERS- Domain Analysis; *Maryland (Baltimore); Matriarchy; Ogbu (John)
Black underrepresentation in college enrollment and degree attainment can be seen as symptomatic of broad societal structures that have perpetuated inequality of socioeconomic and educational opportunity. This study examines a low-income black neighborhood to discover the extent to which blacks think of themselves as members of a subordinate caste and the effect of these feelings on their living and academic strategies. Among theories attempting to explain black underrepresentation in higher education, those centering on black culture, slavery and post-slavery experiences, and black family structure are reviewed and rejected. More appropriate is John Ogbu's caste system theory which holds that, being relegated to menial jobs and denied assimilation in American society, blacks have developed a folk theory and subsequent strategies for "getting ahead," which do not encourage perseverance in schooling. Residents of the Franklin Square neighborhood of Baltimore (Maryland) were studied to determine the applicability of Ogbu's theory. The study indicates that Franklin Square residents adopt alternative strategies for "making it" over traditional ones, and that an oppositional relationship to mainstream career paths and daily living patterns is strongly evidenced. In addition, clientship relationships reflect resident attitudes toward the system. Both coping and expressive responses of the Franklin Square community strongly confirm the minority caste thesis and underscore the limited value of traditional educational paths within this framework. The report includes four tables and a list of 95 references. (AF)

ED 312 355 UD 027 096

You Can't Get a Library Card if You're Homeless.
Vermont State Dept. of Education, Montpelier.
PUB DATE- Apr 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Attitudes; *Ancillary School Services; Breakfast Programs; Clothing; *Family School Relationship; *Homeless People; Lunch Programs; Poverty; Self Concept; *Special Needs Students; *Teacher Attitudes
IDENTIFIERS- Shelters

This guide for school personnel is intended to sensitize them to the special problems of homeless students, to help them meet their special needs, and to help them make school a more comfortable place for these students. It is divided into four areas of particular concern for homeless children. The first, food, makes the following points: (1) since federal breakfast programs may be inadequate, teachers should have snacks on hand for discreet distribution to hungry students; (2) students receiving free or reduced-cost meals should not be publicly identified; (3) students may not have money for food on field trips; and (4) students may not eat the kinds of food usually shown in magazines or cited as examples of good nutrition, and some may exist on only peanut butter or other food distributed free. The second area discussed, shelter, covers the following issues: (1) the problems of communicating with parents who move from temporary shelter to temporary shelter; (2) the fact that these makeshift homes may lack educational supplies like dictionaries and crayons, and even televisions, whose existence at home is usually assumed by teachers assigning programs to watch; and (3) the difficulty for students in handling term-long projects when they may move several times in the course of completing the assignment. The third area discussed, clothing, makes the following suggestions: (1) teachers should not emphasize the importance of stylish clothing or make donations of clothing to poor children known to others; (2) centers for free clothing should be established, with special emphasis on gym attire and other special items needed for school programs; and (3) school showers and washing machines should be made available for student use. The fourth area discussed, self-esteem, recommends that the experiences of homeless students be presented as equal in value and interest to those of more privileged students; and that their particular behaviors, such as an unwillingness to share personal possessions because they have so few of them, be respected. (WS)

ED 312 006 JC 890 515

Katsinas, Stephen G.; Lacey, Vincent A.
Community Colleges and Economic Development: Models of Institutional Effectiveness.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, 80 South Early Street, Alexandria, VA 22304 ($15.00, $12.00 for members).
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; *College Role; *Community Colleges; *Economic Development; Economic Factors; *Labor Education; Program Descriptions; *School Business Relationship; School Community Relationship; Two Year Colleges
An overview is provided of the nontraditional, direct involvement of community colleges in economic development activities. While a review of the literature and a discussion of the factors leading to community colleges' participation in economic development are included, the primary focus of the monograph is on seven models of nontraditional involvement in economic development. Part 1 reviews the literature on economic development as it applies to community colleges and distinguishes between traditional and nontraditional activities. In part 2, key demographic, economic, and sociopolitical trends and forces are described that have provided incentives for community colleges' involvement in the economic growth of their regions and states. Case studies illustrating seven nontraditional models of direct involvement by community colleges are presented in part 3. Descriptions are provided of the Institute for Business and Industry at Lake Michigan College (Michigan); the Mid-Florida Research and Business Center, Inc., at Daytona Beach Community College (Florida); the Pueblo Business Assistance Network at Pueblo Community College (Colorado); the Office Automation Center at Trident Technical College (South Carolina); performance-based contracting at Florida Community College at Jacksonville; the Bevill Center for Advanced Technology at Gadsden State Community College (Alabama); and the international focus of the Center for Business and Industry at Miami-Dade Community College (Florida). Part 4 identifies key factors associated with the success of nontraditional approaches. (AYC)

festivals. Bibliographies for each of the four courses are attached. (JMC)

ED 312 020 JC 890 530

Kessler, Ronald P.
Predicting Classroom Success.
Rancho Santiago Community Coll., Santa Ana, Calif.
PUB DATE- Sep 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Background; Family Characteristics; *Predictor Variables; Questionnaires; School Surveys; Scores; *Student Characteristics; Student Personnel Services; Two Year Colleges; *Two Year College Students

A study was conducted at Rancho Santiago College (RSC) to identify personal and academic factors that are predictive of students' success in their courses. The study examined the following possible predictors of success: language and math test scores; background characteristics; length of time out of high school; high school background; college plans; and interest in receiving information about campus support services. Students who were enrolled in one of eight general education courses and had recently taken placement exams were surveyed. Study findings, based on student history data found in the college's database and on survey responses from 221 of the 422 students contacted, included the following: (1) 30% of the students' mothers and 28% of their fathers never completed high school; (2) the students had completed an average of 3.5 years of high school English and worked an average of 11 to 20 hours a week while attending RSC; (3) only 8% of the respondents had never used the college library or had used it only once; (4) 25% used counseling services only once, and 60% used the job placement center; (5) the degree to which a student could rely on his/her support system was a good predictor of success in four of the six transfer-level courses studied; (6) mother's educational level was an important predictor in four of the eight courses, but father's education affected only two of the courses; and (7) English test scores predicted success in math classes, and math test scores predicted success in such non-math classes as political science and speech. The study report includes findings for each class and the survey instrument. (AYC)

ED 312 049 PS 018 299

Nilsson, Nic
Do Children Need To Be Introduced to Violence? The Use of Toys of War and Violence.
PUB DATE- Jul 89
NOTE- 8p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; Definitions; *Peace; *Toys; *Violence; *War
This discussion: (1) contrasts children's play with war toys with children's imaginative war play; (2) provides definitions of play and war toys; (3) probes the impact of war toys on children's behavior, ideas, attitudes, and values; (4) reports related research; and (5) describes organizations working against such toys, including the International Falcon Movement (IFM-SEI), the International Association for the Child's Right to Play (IPA), and the World Association of Orphans and Abandoned Children (WAO). Discussion was motivated by concern with the greatly increased use of toys of war and violence during the 1980s in the United States and other countries. It is concluded that militarism and toy trade profits are the two main interests behind the promotion of toys of war and violence. (RH)

ED 312 080 PS 018 363

Dupasquier, Isabelle
Malaria.
International Children's Centre, Paris (France).
PUB DATE- 89
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Individual issues, $7.00 each. A 6-issue, 1-year subscription, $25.00).
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Clinical Diagnosis; *Diseases; *Epidemiology; Futures (of Society); Guidelines; *Intervention; *Prevention; Scheduling
IDENTIFIERS- Drug Resistance; *Malaria; *Prescription Drugs
Malaria, the greatest pandemic in the world, claims an estimated one million lives each year in Africa alone. While it may still be said that for the most part malaria is found in what is known as the world's poverty belt, cases are now frequently diagnosed in western countries. Due to resistant strains of malaria which have developed because of exposure to drugs and insecticides, the incidence of the disease is rising substantially throughout the world. The development of strains resistant to drugs in humans beings has put an end to previously effective treatment strategies. Mosquito resistance to DDT and the other organochlorines and organophosphorus compounds put an end to a one-sided campaign to eradicate malaria. This journal issue provides up-to-date information on the disease and guidelines for therapeutic interventions. An editorial and introduction establish contexts for discussions of epidemiology, immunity, clinical signs, antimalarial drugs, drug resistance, prophylaxis, and treatment. Concluding remarks focus on prospects for controlling the disease in the future. Resources for further reading are listed. (RH)

ED 312 109 RC 017 231

Tremblay, Kenneth R., Jr.
Meeting Housing Needs in Rural America.
PUB DATE- Jul 88
NOTE- 17p.; Paper presented at the Annual Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - General (050) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Coordination; *Housing; Housing Deficiencies; *Housing Needs; Human Services; Quality of Life; *Rural Areas; *Rural Urban Differences; Social Workers
This paper first considers the importance of housing as a component of rural quality of life. Rural-urban housing differences are then evaluated, with both advantages and disadvantages cited for rural areas relative to urban areas. A strategy to improve rural housing by increasing the number of housing choices is presented, with human service providers playing a vital role. By helping to determine housing needs and choices, providing information about proper housing choices to rural residents, and working in collaboration with relevant community leaders, human service providers can help rural residents to better meet their housing needs. (Author)

ED 312 123 SE 050 877

Manno, Bruno V.; Winters, Kirk
The State of Mathematics and Science Education in America and What the U.S. Department of Education is Doing about It: A Guide to Mathematics and Science Programs Administered and Supported by the Department.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 34p.; Broken type may not reproduce well. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Mathematics; College Science; *Demonstration Programs; *Educational Administration; *Educational Finance; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Higher Education; *Mathematics Education; Science Education; *Science Programs; Secondary School Mathematics; Secondary School Science; *Statistical Surveys
IDENTIFIERS- *Department of Education
Activities and programs administered by the Department of Education that are related to science and mathematics education are described. Funding and exemplary programs for improving mathematics and science education are summarized, including the Dwight D. Eisenhower Mathematics and Science Education Program; the National Diffusion Network; the Chapter 1 Program; and the Fund for the Improvement of Postsecondary Education. The department's research, development, dissemination, and statistics-gathering activities are outlined, including national research and mini-centers; the ERIC Clearinghouse for Science, Mathematics, and Environmental Education; nine regional laboratories; and the National Center for Education Statistics. The President's initiatives and budgets for mathematics and science education are discussed. (YP)

ED 312 235 SP 031 566

Hauser, Jerald
Dynamic Knowledge for Students in Classrooms--It's Self-Inspection Time for Educators.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the International Society for Exploring Teaching Alternatives Conference (Ft. Collins, CO, October 6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Development; *Concept Formation; *Epistemology; *Experiential Learning; Global Approach; Metacognition; *Teacher Effectiveness
IDENTIFIERS- Reflective Teaching
This paper advances the thesis that high level thinking in classrooms happens when students become conscious of experience and knowledge realities and decide to pursue them flexibly and creatively. The specific research focuses on the author's conviction that effective stimulators of student reflection will accommodate knowledge encounters that promote metacognitive consciousness, idea consequences, idea engagements, and idea openness. Also featured is a call for and description of a teacher evaluation or "self-inspection" format that encourages questions and resolutions by teachers pertaining to their effectiveness as student reflection facilitators. The paper addresses at length knowledge forces that may liberate and enhance high quality thinking in school classrooms. An education self-appraisal instrument is appended. (JD)

ED 312 252 SP 031 618

Harper, Glen
Collegial Modeling in a School Setting.
PUB DATE- Nov 88
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Development; *Collegiality; *Responses; *Role Models; Secondary Education; Stimuli; *Teacher Behavior
This paper opened a workshop session designed to demonstrate a group training process using the collegial modeling process. This process was developed within the faculty of a small high school serving a correctional facility. The program described was developed to allow teachers the option to model specific behaviors to both their colleagues and students. A description is given of the brief, bi-weekly instructional meetings held for the entire faculty in which information on the day's focus and activities is dispensed, stress is lessened, training in specific behaviors is given, and faculty input is solicited. The benefits from this kind of collegiality are listed. (JD)

ED 312 299 TM 014 071

Borrello, Gloria M.; Thompson, Bruce
Second-Order Factor Analysis as a Validity Assessment Tool: A Case Study Example Involving Perceptions of Stereotypic Love.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Correlation; Data Analysis; *Factor Analysis; *Orthogonal Rotation; Statistical Analysis; *Test Validity
IDENTIFIERS- *Love Relationships Scale; *Second Order Effects
The calculation of second-order results in the validity assessment of measures and some useful interpretation aids are presented. First-order and second-order results give different and informative pictures of data dynamics. Several aspects of good practice in interpretation of second-order results are presented using data from 487 subjects responding to the Love Relationships Scale (LRS) of B. Thompson and G. M. Borrello (1987, 1989). Fifty-one of the subjects participated in this study, and the rest of the subjects participated in previous studies of the LRS. It is suggested that interpreting only the rotated second-order factor matrix is not good practice. It is also suggested that interpretation can be aided by consulting both the unrotated and the rotated S(VxS) product matrix obtained by post-multiplying the first-order factor pattern matrix by the second-order factor pattern matrix. It is further suggested that orthogonalizing the first-order factors using the algorithm of J. Schmid and J. Leiman (1957) is helpful in interpreting second-order results. Seven tables present product matrices and listings of items from product matrices, one figure illustrates culturally-defined stereotypic love, and the LRS is appended. (Author/SLD)

ED 312 141 SE 050 911

Sevebeck, Kathryn P.; Nickinson, Pat
Sandcastle Moats and Petunia Bed Holes. A Book about Groundater. Instructor's Guide.
Virginia Water Resource Research Center, Blacksburg.
SPONS. AGENCY- Department of the Interior, Washington, D.C.
PUB DATE- 86
AVAILABLE FROM- Publications Services, Virginia Water Resources Research Center, 617 N. Main Street, Blacksburg, VA 24060 ($3.00).
NOTE- 20p.; For students' book, see SE 050 910. Partially funded by the Virginia Environmental Endowment.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Environmental Education; Instructional Materials; Science and Society; *Science Materials; Secondary Education; *Secondary School Science; Teaching Guides; Waste Water; *Water; Water Pollution; *Water Quality; *Water Resources
This is the teacher's guide to a student text designed to help users understand: (1) what groundwater is and how it is part of the hydrologic cycle; (2) how groundwater travels; (3) how groundwater is stored, purified, or contaminated; (4) the five physiographic regions in Virginia that store groundwater; and (5) the everyday activities that help protect this hidden resource. Included in each of the five units are: (1) objectives; (2) suggestions for instruction; (3) demonstrations; (4) additional activities; and (5) evaluation items. A test consisting of 15 multiple-choice items and 10 short-answer questions is appended. (YP)

ED 312 174 SO 020 246

Douglass, Mildred, Comp.
Primary School Arts and Crafts: Developing Manual Skills. Lesson Plans: Classes I thru VI. Information Collection & Exchange Reprint R037.
Peace Corps, Washington, D.C.
PUB DATE- May 89
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Childrens Art; *Creative Activities; *Creative Development; Design Crafts; Elementary Education; Foreign Countries; *Handicrafts; Lesson Plans
This book is designed to be of assistance to primary school teachers who have had little training in arts and crafts and for use in teacher training colleges. Tested in Nigeria and Jamaica, this manual gives children an opportunity to develop their natural creativity, and also develops accuracy and manual dexterity in hand skills. Lesson plans are given for various paper crafts (tearing, measurement, cutting, folding, and crayon etching), fiber crafts, paper mache, and clay crafts. Each lesson discusses materials needed, teacher's preparation required, and class procedures, and provides explanatory drawings and a designation for the appropriate grade level. The book contains a total of 59 craft activities. A reference list of eight related craft guides is included. (PPB)

ED 312 341 UD 027 075

Title VII 1987-88 Final Technical Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 88
NOTE- 187p.; For 1985-86 report, see ED 288 908; for 1986-87 report, see ED 300 428.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *English (Second Language); Federal Programs; *Hispanic Americans; *Limited English Speaking; Longitudinal Studies; Program Evaluation; Secondary Education; *Secondary School Students; Supplementary Education; Urban Areas; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Emergency School Aid Act 1972; Texas (Austin)

This document comprises the final technical report of the evaluation of the 1988-89 secondary bilingual and English-as-a-Second-Language programs for Hispanic limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD); these programs are enhanced with federal funding under the Emergency School Aid Act of 1972 (Chapter VII). The following major findings are reported: (1) Title VII funds, in combination with AISD programs, appear to have a positive effect for most students after three years, based on the performance of those first served in 1985-86; (2) evaluation results for the 1987-88 program alone are more mixed; and (3) evaluation results do not support the overall effectiveness of the Title VII tutoring program because non-tutored students show patterns of growth similar to or greater than those of tutored students after 1, 2, or 3 years. Twelve appendices making up the bulk of the document comprise the following material: (1) detailed discussions of all assessment tools used in the evaluation; (2) an evaluation of a continuing education program leading to certification to teach English as a Second Language; (3) evaluation of a curriculum development project; (4) results of a dropout study; and (5) results of a 3-year study of program participants. Statistical data are included on 19 tables and graphs. An 11-item bibliography is also appended. (FMW)

ED 312 369 UD 027 135

Williams, Hampton S.; Leonard, Rex L.
Self-Concept Report Differences between At-Risk and Not At-Risk African-American Elementary School Students: Implications for Teacher, Counselors, and Principals.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Class Activities; Counselor Role; Differences; *Elementary School Students; *High Risk Students; Intermediate Grades; Likert Scales; Psychological Studies; Research Utilization; *Self Concept
This study sought to determine whether the self-concepts of African American at-risk and not-at-risk elementary school students differed significantly. The research was based on the self-concept theories of Mead, Lehy and Shirk, and Purkey. Ninety-four fifth and sixth grade students from a South Mississippi school district, half of them at risk, half not, responded to the "About Me Self-Concept Report," a 30-item Likert-type scale. Significant differences were found between the two groups on the "general self," the "self in relation to others," and the "physical self." No difference between the groups was found on the "achieving self" and the "self-in-school" items. Since there is evidence that early intervention can improve the self-concepts of at-risk students, guidance services should be extended so more children can be counselled, and counselors should help elementary school teachers plan and implement effective activities to foster positive self-concepts among at-risk students. A list of 25 references is included, and a table presents the findings statistically. (WS)

ED 312 034 PS 018 207

McLean, Vianne
Early Childhood Teacher Decision-Making: A Focus on Children's Peer Interactions.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Case Studies; Classroom Research; *Classroom Techniques; *Cognitive Processes; *Preschool Children; Preschool Education; *Preschool Teachers; *Research Methodology; *Social Behavior; Teacher Behavior
IDENTIFIERS- Context Effect; *Intention
This study is one of the few that have addressed the teacher's involvement in children's peer interactions. Some of the ways in which teacher beliefs and intentions interact reflexively with contextual factors to produce particular social realities in preschool settings are examined. Four experienced early childhood teachers of acknowledged ability participated in the study. About 1,000 pages of data were accumulated on each teacher through observations and interviews. The first part of the paper describes the study's methodology. This part covers the decision to focus observations on the teacher's involvement in children's peer interactions, the implementation of a number of data-gathering strategies to provide triangulation, interviews exploring beliefs and intentions, pursuit of interview themes in the observation data, idiosyncratic and regulated coding procedures, and development of case studies focusing on each teacher. The second section briefly discusses findings. Observations suggested that teacher involvement in children's peer interactions could be grouped in six areas: developing a sense of community; helping children gain access to peer play groups; involvement in children's dramatic play; use of social conduct rules; resolving peer conflict situations; arrangement of the physical environment to support peer interaction. Teachers identified a number of mental activities associated with teaching. Apparently similar situations were read in very different ways, indicating the importance of the teacher's definition of the situation. (RH)

ED 312 065 PS 018 341

Opper, Sylvia
Content and Methods of Early Childhood Education and Care Programmes in Hong Kong.
PUB DATE- Jul 89
NOTE- 9p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Foreign Countries; *Grouping (Instructional Purposes); *Homework; *Kindergarten; *Learning Activities; *Nursery Schools; *Teacher Role
IDENTIFIERS- *Hong Kong
The content and methods of nurseries and kindergartens in Hong Kong were compared in this paper. Particular attention was given to: (1) the kinds of activities provided for children; (2) the use of grouping, textbooks, tests and examinations; (3) the allocation of homework; and (4) the role of the teacher. Data were gathered by means of interviews of principals of 69 preschools, 59 kindergartens, and 10 nurseries. Findings indicated that the program of Hong Kong preschools included both developmentally appropriate and inappropriate practices. Appropriate practices included the provision of a variety of activities for all areas of children's development. Children worked in small groups at least part of the time. These groups were in some cases determined by characteristics of the child, such as age and skill level. The number of textbooks tended to increase with age. Developmentally inappropriate practices included early introduction of the three R's and assignment of homework as early as 3 years. Tests were extensively used. Student choices were restricted in such areas as seating and materials. Small groups, when formed, were often determined randomly, rather than by consideration of the child's interests, needs, and motivations. Of the two program types, nurseries appeared to offer a more developmentally paced curriculum up to the student's fifth year, when program differences disappeared. (RH)

ED 312 096 RC 017 215

Norman, Charles
Rural Revitalization through Collaboration.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Feb 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Nashville, TN, February 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Community Development; Cooperative Programs; Developmental Programs; Economic Development; *Institutional Cooperation; Pilot Projects; Rural Areas; Rural Development; *Rural Extension
IDENTIFIERS- *Georgia; University of Georgia
In recent years, service programs targeted for Georgia's rural communities have decreased proportionately in relation to those intended for the state's rapidly expanding population centers. At the same time, erosion of traditional manufacturing industries and an adverse agricultural economy have decreased the ability of rural communities to provide basic human services. The University of Georgia's Rural Revitalization Initiative is focusing efforts on five rural development goals to be implemented in 12 counties through collaborations among university service units, statewide agencies and organizations, local agencies and governing bodies, and private citizens. Project goals include: (1) increasing the expertise and planning capabilities of local rural governments in the areas of finance, management, and planned growth; (2) developing at least four pilots in collaborative approaches to the delivery of human services, primarily in education, adult literacy, and health; (3) increasing "rural literacy" through educational programs for the general public that focus on rural heritage and rural community problem-solving; (4) fostering small business development and business retention in rural communities through training, counseling, and demonstration incubators; and (5) developing a series of training simulations for teaching longterm strategic planning to rural community leaders. The project seeks to link traditional and nontraditional resources of the University of Georgia in some innovative approaches to rural revitalization. Successful efforts will be replicated in rural communities across the state. (SV)

ED 312 110 RC 017 234

Daly, Carson, Ed.; Stern, Joyce D., Ed.
Rural Education: A Changing Landscape.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 158p.; Papers presented at the Rural Education Symposium (Washington, DC, March 1987).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Improvement; Educational Needs; Elementary Secondary Education; Rural Areas; Rural Development; Rural Economics; *Rural Education; *Rural Schools; *Rural Urban Differences; Small Schools; Socioeconomic Influences
IDENTIFIERS- Nonmetropolitan Areas

This collection features 11 papers from a national symposium on rural education. The papers are consistent in noting that while there are common elements among all schools regardless of location, rural schools operate within a unique context. Several papers address the diversity of rural locales and the challenges educators face in such locales. Other papers discuss characteristics of rural youth and schooling, rural school improvement strategies, and special problems and issues--such as the unpredictability of the rural economy and employment--in many rural areas. The papers and their authors include: "Observations of a Rural Legislator," Steven Cutler; "Enlisting Community Support to Make Policy Work," Chuck Johnson; "Rural Education Reform and Rural Youth in the United States: Some Thoughts with Special Reference to the South," Frank M. Howell; "Demographic Trends Relevant to Education in Nonmetropolitan America," David L. Brown; "An Alternative to the Traditional Funding of Small, Rural Schools," David H. Monk; "Rural Education and the Reform Movement," Roy H. Forbes; "A Local School Perspective," James D. Jess; "An Education Writer's Reflections on Rural Education," Jack L. Kennedy; "Implementations of Promising Practices: Necessary Conditions," Cheryl Chase Kane; "Improving Leadership and Organizational Effectiveness in Rural Schools" Herman W. Myers; and "The NcREL Approach to Rural School Improvement," Paul M. Nachtigal. An appendix lists other symposium participants and their papers. (TES)

ED 312 189 SO 020 277

McLean, Marie
California Women: Activities Guide, Kindergarten through Grade Twelve.
California State Dept. of Education, Sacramento.
PUB DATE- 88
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50, plus sales tax for California residents); accompanying poster available free of charge from Project SEE, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.
NOTE- 41p.; Prepared under the direction of Project SEE (Sex Equity in Education).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- American Indians; Architects; Artists; Authors; Black Achievement; Blacks; Chinese Americans; *Class Activities; Curriculum Enrichment; Elementary Secondary Education; Ethnic Groups; *Females; Hispanic Americans; *History Instruction; Japanese Americans; Resource Materials; *Social Action; Whites
IDENTIFIERS- *California; Native Americans; Womens Suffrage
Women have always been an integral part of California's history as shamans, settlers, wives, mothers, workers, inventors, and reformers. Yet the names of California women may not be familiar to many students. This activities guide, which was designed to accompany the poster, "California Women: Courage, Compassion, Conviction," provides students with the opportunity to learn more about 12 women who exhibited those qualities, who lived in different eras of California's history and who represent many racial and ethnic groups. Their names are: Bernarda Ruiz, Biddy Mason, Helen Hunt Jackson, Annie E. K. Bidwell, Frona E. Wait Colburn, Grace Carpenter Hudson, Katherine Philips Edson, Delilah Beasley, Julia Morgan, Tye Leung Schultze, Marie Mason Potts, and Mine Okubo. Each of these women exhibited courage, compassion, and conviction in a different way. Each chose her life's work for a different reason. Each woman was shaped by different historical events and changing attitudes toward race and sex; yet each made a significant contribution to California's history. Each of the six sections includes information about specific women with photographs of each and suggestions for classroom activities. The information is not inclusive. Teachers are encouraged to provide students with additional information about these 12 women. Historical notes are also included with lists of 8 audiovisual and 75 print resource materials that might be used to help understand the spirit of the times in which these women lived. (JB)

ED 312 203 SO 020 312

Greenawald, G. Dale; And Others
Current Issues Teacher's Guide.
Close Up Foundation, Arlington, VA.
PUB DATE- 89
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($9.00; free with purchase of 25 copies of Current Issues text).
NOTE- 236p.; For student text, see SO 020 311.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Citizenship Education; Controversial Issues (Course Content); Enrichment Activities; *Federal Government; Lesson Plans; *Policy; *World Affairs

Intended to help students and teachers make the best use of the companion "Current Issues" text, this teacher's guide provides a variety of instructional activities. It includes lesson plans for each chapter in the text, including the introduction, that may be used exactly as written or modified. The lesson plans use instructional strategies that help students develop a variety of citizenship skills. Each lesson includes student objectives, a list of terms and concepts, a focus skill such as collecting, organizing, and analyzing information, and three to five learning activities. The first learning activity (a motivational exercise introducing students to the issue and helping them recognize the personal significance of it) is followed by a series of in-depth learning activities that increase student understanding of the issue. Each lesson also includes three enrichment activities that can be used to offer extra credit assignments. The guide contains a section of unit test materials that can be reproduced. The test materials for each unit include ten objective true-false items, focusing on the lower level recall of basic information, and six to ten subjective items that require students to use higher level cognitive skills. An answer key is included. The last section in the guide contains 34 worksheets for student use throughout the course study. (JB)

ED 312 219 SP 031 481

Earwaker, John
Different Conceptions of Self and Role among First Year Students Training for "Caring" Professions.
PUB DATE- Jul 87
NOTE- 26p.; Paper presented at the International Conference on the First Year Experience in Higher Education (2nd, Southampton, England, July 20-24, 1987). The appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Higher Education; *Nurses; *Professional Development; *Role Perception; *Self Concept; Socialization; *Student Teachers; Vocational Adjustment
A comparative analysis is presented on the differences between student teachers and student nurses regarding the way in which they perceive their roles. It is hypothesized that there is a difference in the pace of occupational socialization which ranges from "instant" (acting and feeling as a professional from the beginning), "incremental" (seeing process as a series of skills to be learned with enhanced professional status granted at each step), and "deferred" (little sense of developing a professional "self," professional status conferred upon qualification). Interviews and questionnaires were used to obtain information from first-year student teachers and nurses on how they perceive their progress toward attaining a sense of becoming professional in their fields. The material is reviewed under three headings: (1) different conceptions of self; (2) different conceptions of role; and (3) different conceptions of the process by which self and role come together. Some general conclusions are drawn on differences between the two groups and the way in which they are trained. A transcript is appended of a conversation with a student nurse. (JD)

ED 312 253 SP 031 620

Whitaker, Suzanne; Fowler, Kathleen
Consensus Decision Making.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Change Agents; Elementary Secondary Education; Governance; *Participative Decision Making; *Policy Formation; *Principals; *Teacher Influence
Consensus decisionmaking is a tool which utilizes the talents and knowledge of school personnel and recognizes the dignity and worth of each individual member of the staff. This process recognizes the abilities and dedication of the teachers and focuses on the organization as a whole, rather than individual facets of the organization. Because of their increased participation in the decisionmaking process, teachers develop a sense of pride and ownership about the policies in their schools. In this discussion of consensus decisionmaking in the schools, the principal is seen as the most effective individual for developing the structure in which participative decisionmaking can occur, and for providing the climate in which it can flourish. (JD)

ED 312 284 TM 014 037

Monitoring and Improving Testing and Evaluation Innovations Project. State Level Activity. Annual Report.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Check Lists; Construct Validity; Educational Assessment; Educational Testing; Equated Scores; *Evaluation Methods; *Program Proposals; Proposal Writing; Research Proposals; *State Programs; *Student Evaluation; Trend Analysis
IDENTIFIERS- Large Scale Programs; *Monitoring Improving Testing Eval Innov Project; *Requests for Proposals

Three papers and a sample outline of Requests for Proposals (RFPs) represent the work of the Monitoring and Improving Testing and Evaluation Innovations (MITEI) Project during 1988. The skeleton of a sample RFP outline for large-scale assessment was expanded to provide a checklist of the type of information that should be included in a RFP. The checklist presented is a guide to RFP writing. Revisions were made to two papers written by members of the joint Task Force of the Center for Research on Evaluation, Standards, and Student Testing/National Council on Measurement in Education concerning critical technical issues in large-scale assessment. The first paper, "Issues To Be Considered in the Equating Portions of Requests for Proposals for Large-Scale Assessment Programs" (Richard M. Jaeger), discusses placing multiple test forms on the same scale to make them useful for comparing performances and examining trends (test equating). The second paper, "Issues To Be Considered in the Content Validity Portions of Request for Proposals for Large-Scale Assessment Programs" (Ronald K. Hambleton), discusses the construct validity information that should be included in a RFP. The third paper, "Report on the MITEI Project Panel Given at the NCSL/ECS Meeting," reviews the November 12, 1988 meeting in Annapolis (Maryland) of the Education Staff Network of the National Conference of State Legislatures (NCSL) and the Education Commission of the States (ECS). An overview of large-scale assessment programs throughout the United States is provided. Sample rating/review forms and summary sheets; the Annapolis meeting agenda; and the "Code of Fair Testing Practices in Education" are presented. (SLD)

ED 312 050 PS 018 300

Eddowes, E. Anne; Dreyspring, Marianne
A Comparison of Play Opportunities Available in Day Care Centers and Family Day Care Homes.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Environment; Educational Equipment; *Family Day Care; Learning Centers (Classroom); *Peer Relationship; *Play; Scheduling; Urban Areas
IDENTIFIERS- Alabama (Birmingham); *Program Characteristics; *Salience
Day care center directors and family day care providers were surveye concerning play opportunities in their programs. Three areas were considered: the physical environment, the importance of play in the program, and peer interaction patterns. Participants included 177 family day care providers and directors from 148 full-day care centers with 243 child care programs, including 95 programs for children to 30 months of age and 148 programs for children from 30 months to 5 years of age. All homes and centers were located in the Birmingham, Alabama metropolitan area. Data were gathered on an 18-item questionnaire. Results showed more differences than similarities between the two type of care. Nonstructured play was important in both settings. Neither setting offered children a choice of learning centers during nonstructured play. Learning centers were not often set up outside at either setting. In comparison to homes, day care centers had more interest areas, outside play equipment, outdoor play, and children playing alone. In family day care homes, more time was allotted to bot inside and outside play in the mornings, and children were encouraged to play together more often. Although no difference was found between the types of care in the degree to which children were given a choice of learning centers indoors, survey responses suggested differing perceptions about the need for structure. (RH)

ED 312 081 PS 018 367

Amundson, Kristen
Parenting Skills: Bringing Out the Best in Your Child.
American Association of School Administrators, Arlington, Va.
PUB DATE- 89
AVAILABLE FROM- American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (AASA Stock Number 021-00252, $2.50, plus self-addressed stamped envelope with 2 first class stamps. Discount on multiple copies.)
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Childhood Needs; Elementary School Students; Elementary Secondary Education; Guidelines; High School Students; *Individual Development; Infants; *Parent Influence; *Parenting Skills; *Parent Role; Preadolescents; Preschool Children; Toddlers
This publication provides parenting information concerning infants, toddlers, and children in the preschool, elementary school, early adolescence, and high school years. The section on infants includes material on child care, safety, and the process of learning language. Toddlers are discussed in terms of discipline, rewards, reading aloud, and temper tantrums. The preschool years are discussed in relation to the process of learning to communicate, the development of responsibility, and play. Guidelines for choosing toys and a preschool are offered. Discussion of the elementary school years concerns success in school, parent involvement in school, the process of building confidence, and the development of responsibility. The section on early adolescence covers teenagers' ways of making choices. High school years are discussed in terms of the ways teenagers establish independence, prepare for an occupation, establish values, develop relationships with the opposite sex, and deal with peer pressure. Guidelines for determining whether one's child is abusing drugs or alcohol, and over 20 resources for additional parenting information are provided. (RH)

ED 312 124 SE 050 887

Lewis, Mary H.
Limitless Horizons: Careers in Aerospace.
National Aeronautics and Space Administration, Washington, DC. Academic Affairs Div.
PUB DATE- 80
NOTE- 177p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Aerospace Education; *Aerospace Technology; Career Education; *Career Guidance; *Science Careers; Science Consultants; Science Materials; Science Teachers; *Scientific Personnel; Secondary Education; *Secondary School Science; *Space Sciences
IDENTIFIERS- National Aeronautics and Space Administration
This is a manual for acquainting students with pertinent information relating to career choices in aerospace science, engineering, and technology. The first chapter presents information about the aerospace industry by describing disciplines typical of this industry. The National Aeronautics and Space Administration's (NASA) classification system provides an overview of these disciplines. The second chapter describes the work typically performed by aerospace scientists, engineers and technicians. It includes the qualifications needed for these extremely specialized and diverse careers, the preparation and training associated with them, as well as predicted future trends in the field. The third chapter offers suggestions for high school students as they begin to plan for future aerospace careers. Sources of career guidance information, high school subjects emphasized, and the selection of an appropriate college are discussed. The fourth chapter addresses the issue of developing study skills necessary for academic success. Time management procedures and strategies for implementing study skills techniques are suggested. The fifth section identifies some factors which influence career decisions. The final chapter discusses the aerospace challenge in shaping the future. Appendices include: (1) "Suggested Activities for Career Educators"; (2) "Accredited Programs in Engineering/Engineering Technology"; and (3) "Additional Sources of Aerospace Career Information." (YP)

ED 312 158 SE 051 012

Lockhead, Jack; Dufresne, Robert
Helping Students Understand Difficult Science Concepts through the Use of Dialogues with History.
PUB DATE- Sep 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Science; Higher Education; *Misconceptions; *Motion; *Physics; *Science History; Science Instruction; *Science Materials; Scientific Concepts; Scientists
One dilemma of constructivist modes of instruction, which involve engaging students in discussions concerning a range of possible explanations for a given phenomenon, is that such an approach may confuse students who believe that absolute scientific truth exists. Historical dialogues in which various perspectives are aired by key scientists of the past may have the potential of bridging the conceptual gap. This paper proposes a teaching method using historical dialogues for remediating students' misconceptions. Selection of historical incidents, hints for teaching practice, risks of this method and long term effects are discussed. A sample history dialogue lesson, "Galileo and Aristotle: A Dialogue," is appended. Three references are listed. (YP)

ED 312 175 SO 020 247

Fleck, Juergen
The Keynesian Diagram: A Cross to Bear?
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economics; *Economics Education; Elementary Secondary Education; Statistical Analysis; Teaching Methods
IDENTIFIERS- *Keynesian Economics; Macroeconomics
In elementary economics courses students are often introduced to the basic concepts of macroeconomics through very simplified static models, and the concept of a macroeconomic equilibrium is generally explained with the help of an aggregate demand/aggregate supply (AD/AS) model and an income/expenditure model (via the Keynesian cross diagram). Although the AD/AS model does not provide a perfect way to explain the adjustment processes that lead to a new equilibrium national income after a change in spending, it is, in its simplicity, nonetheless a very useful pedagogical tool. The usefulness of the Keynesian cross diagram, however, is highly overrated. Its extensive coverage in introductory economics textbooks is not warranted since it does not seem to contribute significantly to undergraduates' general understanding of economic reasoning. While the chain reaction process of the expenditure multiplier is generally understood intuitively when it is explained in plain English with the help of a real life example, many introductory level students seem to experience considerable difficulty in understanding the diagramatical and mathematical analysis required by the Keynesian diagram. Heavy reliance on mathematical and diagramatical analysis at such an early stage probably does little more than contribute to the general confusion often experienced by beginning economics students. Simply supplementing the AD/AS framework, which is often presented before the Keynesian diagram, with a thorough discussion of the actual adjustment processes that take place when spending increases occur, will in most cases lead to a better comprehension of the material discussed than the use of the Keynesian diagram. The text includes four diagrams and several equations to illustrate the AD/AS framework. (PPB)

ED 312 236 SP 031 567

Shanoski, Lorraine A.; Hranitz, John R.
An Analysis of Characteristics of Outstanding Teachers and the Criteria Used by Colleges and Universities To Select Future Teachers.
SPONS. AGENCY- Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.
PUB DATE- 89
NOTE- 28p.; Paper presented at the Association of Teacher Educators Summer Workshop (Tacoma, Washington, July 30-August 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Admission Criteria; Awards; Elementary Secondary Education; *Excellence in Education; Higher Education; Preservice Teacher Education; *Schools of Education; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; *Teacher Selection
IDENTIFIERS- Pennsylvania
This study investigated the relationship between the characteristics of Pennsylvania Teacher of the Year Award Winners/Nominees and the criteria used in Pennsylvania college and university teacher education programs to select future teachers. A questionnaire was submitted to the 201 teachers identified as outstanding which gathered data regarding their years of teaching, educational attainments, criteria used when they were admitted to their teacher education programs, criteria they would like to see used in selecting future teachers, important characteristics teachers should possess, and the most important tasks today's teachers perform. One hundred and twenty-three teachers responded to the questionnaire. Data were gathered also from contacts at Pennsylvania college and university teacher education programs regarding program models utilized for admission, admission criteria currently being used for teacher education students, important characteristics teachers should possess, and the most important tasks that today's teachers perform. Data from the questionnaire results are displayed in the appendixes. An analysis of the comparison indicated that current teacher education programs are preparing teachers for roles that outstanding teachers in the study believe are important. (JD)

ED 312 270 TM 013 850

Ware, Leland
The Discriminatory Implications of Teacher Competency Testing.
PUB DATE- 89
NOTE- 27p.; Based on a paper presented at the Annual Meeting of the Association of American Law Schools (New Orleans, LA, January 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights Legislation; *Court Litigation; Elementary Secondary Education; Equal Opportunities (Jobs); *Minimum Competency Testing; Multiple Choice Tests; Occupational Tests; Performance Tests; *Public School Teachers; Racial Discrimination; *Standardized Tests; *Teacher Certification; Teacher Evaluation; Teacher Rights; *Test Bias; Test Construction; Test Validity
IDENTIFIERS- Civil Rights Act 1964 Title VI; Civil Rights Act 1964 Title VII; Educational Testing Service; National Teacher Examinations; Pre Professional Skills Tests; *Teacher Competency Testing
Legal issues associated with competency testing of teachers are reviewed, with an emphasis on the problem of bias against minority examinees taking standardized tests. The central legislative foci of legal activity in this area are Titles VI and VII of the Civil Rights Act of 1964. Title VII requires employers to show, with validation studies, that occupational tests are predictive of the work behavior of the job for which the examinee is being considered. Title VI requires defendants to demonstrate a statistically significant correlation between the test and the examinees' success in a job training program. Cases reviewed include "Griggs v. Duke Power Co." (1971), "Ablemarle Paper Co. v. Moody" (1975), "Washington v. Davis" (1976), "United States v. State of South Carolina" (1977), "Debra P. v. Turlington" (1979), "United States v. "LULAC" (1986), and "Anderson v. City of Bessemer" (1985). Use of the National Teacher Examinations (NTE) and the Pre Professional Skills Test and the involvement of the Educational Testing Service (ETS) in test construction and validation efforts are outlined in the context of the case reviews. A new multiple-choice examination--to be developed by ETS to supersede the NTE--which concentrates on successful classroom performance, does not purport to be useful as the sole criterion for teacher certification. (TJH)

ED 312 300 TM 014 081

Fetler, Mark
Assessing Educational Performance: California's School Quality Indicator System.
PUB DATE- 20 Oct 89
NOTE- 20p.; Parts of this paper were originally prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Assessment; Educational Improvement; Educational Legislation; Educational Quality; Elementary Secondary Education; Futures (of Society); Performance; *School Effectiveness; State Legislation; *State Programs
IDENTIFIERS- *California School Improvement Program; *Quality Indicators
The evolution of California's school accountability program, its current status, and some future directions are discussed. Public recognition of the need for school improvement resulted in California's Hughes Hart Education Reform Act (SB 813) of 1983, leading to the development of the California accountability program. Program components include: (1) an annual statewide performance report on the status of uniform educational quality indicators; (2) annual individual school progress reports; (3) suggested goals for improvement in performance; (4) school self-reports on local quality indicators; and (5) an active program of school recognition. School performance reports are considered public information and are used in screening schools for the California School Recognition Program to reward achievement. New directions for the accountability program include: the preparation and distribution of school accountability report cards each year; the development of strategies for identifying and improving at-risk schools; and the development of a state plan for program improvement to encompass accountability standards for school programs under the federal reauthorization of Chapter 1 (Public Law 100-297, 1988). California's schools are presently undergoing enormous changes. However, despite these changes, accountability has proven to be a continuing theme in California's educational policy discussions. Accountability, conceived as the measurement of performance and the setting of goals, is providing for the effective and fair use of school resources. (SLD)

ED 312 314 TM 014 121

Vispoel, Walter P.; Twing, Jon S.
A Comparison of the Efficiency, Reliability and Validity of Adaptive and Conventional Listening Tests.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *College Students; Comparative Testing; Higher Education; High Schools; *High School Students; Individual Testing; *Listening Comprehension Tests; *Music; Talent Identification; Test Format; Test Reliability; *Test Validity
IDENTIFIERS- *Music Ability; Seashore Measures of Musical Talents; Tonal Memory
The measurement precision, efficiency, and validity of an adaptive test and four conventional listening tests designed to assess musical ability were compared. The conventional tests were the Seashore Tonal Memory Test and three tests (peaked, rectangular, and maximum discrimination) constructed from items in the 278-item adaptive test pool. The results were based on data from 468 high school and college students. The 30-item adaptive test provided comparable or, in the vast majority of cases, superior measurement precision to the conventional tests at all ability levels. Measurement precision comparable to the conventional tests was achieved by the adaptive test using 34% to 69% fewer items. Although differences tended to be small, in most cases adaptive test validities exceeded those of the conventional tests. The findings suggest that adaptive testing procedures, which, prior to this study had been limited to written items, can provide significant improvements in the measurement of listening skills. Five tables and three graphs provide study information. (Author/SLD)

ED 312 328 UD 027 010

Minority Health in Michigan: Closing the Gap. Executive Summary.
Michigan State Dept. of Public Health, Lansing.
PUB DATE- 88
NOTE- 31p.; For full report, see UD 027 011.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- American Indians; Arabs; Asian Americans; Blacks; Equal Protection; *Health Needs; *Health Promotion; *Health Services; Hispanic Americans; *Minority Groups; *Mortality Rate; North Americans; Pacific Americans; State Surveys
IDENTIFIERS- *Access to Health Care; *Michigan

This document summarizes a report on the health status of minority groups in Michigan. Mortality rates and health problems are analyzed for the following groups: (1) Blacks; (2) Hispanics: (3) Arab Americans; (4) Asian and Pacific Islanders; and (5) Native Americans. The following problem areas are discussed: (1) nutrition and hunger; (2) environmental hazards; (3) childhood problems; and (4) problems of the elderly. Excess minority deaths due to heart disease and stroke, homicide, cancer, infant mortality, alcohol and drug abuse, diabetes, and AIDS, is discussed. The systemic issues of access to care, jobs, and education are reviewed. The following interventions are summarized: (1) smoking prevention and cessation; (2) hypertension prevention and control; (3) diabetes education; (4) reduction of violence and injury; (5) reduction of low birth weight and infant mortality; (6) reduction of environmental hazards; and (7) nutrition improvement and access to food. The following recommendations for improvement are suggested: (1) establish an Office of Minority Health in the Department of Public Health; (2) improve the collection of data by State and local public health system, hospitals, and other health agencies; (3) encourage private business, labor unions, religious organizations, community groups, and civic groups to include minority health among their highest priorities; (4) fund special health promotion, disease prevention, and risk reduction programs; (5) expand awareness of minority health concerns and increase programs to provide educational opportunities in the health professions for minorities; and (6) identify and implement additional recommendations from recent task forces and advisory bodies which impact minority health. Statistical data are included on three graphs and two tables. (FMW)

ED 312 356 UD 027 097

Sabo, Don

Minorities in Sports. The Effect of Varsity Sports Participation on the Social, Educational, and Career Mobility of Minority Students, with Policy Recommendations from the Center for the Study of Sport in Society.

Northeastern Univ., Boston, MA. Boston Center for the Study of Sports in Society.; Women's Sports Foundation.
PUB DATE- 15 Aug 86
NOTE- 41p.; Sponsored by a grant from Miller Lite.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Athletics; Black Students; Ethnic Groups; Extracurricular Activities; High Schools; Hispanic Americans; Longitudinal Studies; *Minority Group Children; Outcomes of Education; *Racial Differences; Rural Schools; School Holding Power; *Sex Differences; *Student Characteristics; Suburban Schools; Urban Schools
IDENTIFIERS- High School and Beyond (NCES); Hispanic American Students

This document describes a longitudinal study of the role of sports in the lives of minority youth during the 1980s. Data were analyzed from the High School and Beyond study and all findings were proven to be statistically significant after multiple regression analyses. The term "athletes" refers to those individuals who reported participating on varsity athletic teams both in their sophomore year (1980) and in their senior year (1982); "nonathletes" refers to individuals who either participated only in the sophomore year or not at all. The following findings are discussed: (1) minority athletes are more active in the affairs of their schools and communities than nonathletes; (2) Black and Hispanic athletes scored higher on standardized tests than nonathletes; (3) athletic participation was significantly related to lower dropout rates for Black males and Hispanic females in rural schools and for Whites in suburban school, but demonstrated no "holding power" in urban schools; (4) the upward mobility of minority athletes after high school is limited compared to that of Whites, with the exception of Hispanic female athletes; (5) females benefit from sports much the same as males; and (6) high school athletes stay involved with sports as young adults. Recommendations for educational policy are included. The appendices provide statistical data on 14 graphs, a discussion of the research methodology, and a list of the members of the policy advisory board. (FMW)

ED 312 007 JC 890 516

Civic Responsibility and the American Student: The Challenges and Opportunities of National Service. The American Seminar VI: Teleconference Workbook.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 12 Oct 89
NOTE- 29p.; Prepared by Eisenberg Associates for an American Association of Community and Junior Colleges National Teleconference (October 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; College Role; Community Colleges; Community Responsibility; *Community Services; Two Year Colleges

Designed for participants at a national teleconference on civic responsibility, this workbook provides the conference program, information on speakers, essays and fact sheets on various aspects of citizenship education and community service, and a list of resources for educational planning. The workbook includes: (1) a summary of the National and Community Service Act of 1989, a bill that provides funding to initiate or expand several community/national service programs; (2) a statement by the Johnson Foundation entitled "Principles of Good Practice in Combining Service and Learning"; (3) descriptions of proposals of the Minnesota Community College Student Association to make community service a graduation requirement and to create citizens councils and study circles as a means of developing citizenship and leadership abilities among students, faculty, staff, and community members; (4) "President Bush's Points of Light Initiative Fact Sheet"; (5) "Building Commitment to Civic Education: Introducing CIVITAS, a Civic Education Curriculum Framework," by John H. Buchanan, Jr., which describes a joint project of the Council for the Advancement of Citizenship and the Center for Civic Education to develop a civic education curriculum; (6) "How the Young Learn Responsibility," by Robert Coles; (7) the American Association of Community and Junior Colleges' policy statement on national and community service and statements by several political figures and educational spokespeople regarding community service; and (8) a list of organizations and publications that could serve as resources for the development of a national/community service program. (AYC)

ED 312 021 JC 890 531

Spicer, Scot L.
Paths to Success. Volume One: Steps towards Refining Standards and Placement in the English Curriculum.
Glendale Community Coll., CA.
PUB DATE- Oct 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *College English; Community Colleges; Correlation; English (Second Language); *Freshman Composition; *Multiple Regression Analysis; *Screening Tests; *Student Placement; Test Validity; Two Year Colleges
In this document, the first of a projected series of reports on ensuring student success, student equity, and rigorous instructional standards, an overview is provided of the steps taken by Glendale Community College (GCC) to refine and improve student placement in the English curriculum. Following introductory material outlining factors precipitating the college's review of its placement procedures, the report provides background on the GCC's use of the Comparative Guidanc and Placement (CGP) test and the College Entrance Examination Board test to assess students' English skills. It also discusses changes in academic standards and students' skill levels and the complications inherent in refining the existing placement system. The next section reviews the statistical procedures used to evaluate and create placement criteria. Several personal and academic characteristics were studied to determine those most highly correlated with success in English 101, including importance to self and others, years out of school, last English and math class, grade in high school math and English, gender, expected hours of employment, primary language, ethnicity, high school grade point average, years of English, age, orientation/guidance course, and CGP reading and sentence scores. The report also describes a second evaluation of the placement system involving a comparison of placement results with the holistic writing scores available on a sub-section of entering students. The final section reviews plans for ongoing evaluation of spring and fall 1989 students and the development of a report on student characteristics fo the use of counselors. (JMC)

ED 312 142 SE 050 912

Sevebeck, Kathryn P.; And Others
Virginia's Waters.
Virginia Water Resource Research Center, Blacksburg.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Jun 89
AVAILABLE FROM- Virginia Water Resources Research Center, Publications Services, 617 N. Main Street, Blacksburg, VA 24060 ($10.00).
NOTE- 49p.; Some photographs and maps may not reproduce well. Partiall funded by the Virginia Environmental Endowment.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); *Environment; Environmental Education; Environmental Standards; Natural Resources; *Regional Characteristics; *Science Materials; *Water; Water Pollution; *Water Resources; Water Treatment
IDENTIFIERS- *Ground Water; *Virginia
This booklet describes the water resources in Virginia. Main section included are: (1) "Introduction" (providing a general overview of the richness and diversity of Virginia's water resources both economic and recreational); (2) "River Basins" (illustrating the area drained by nine rivers and their tributaries); (3) "Bays" (including the Chesapeake and Back Bays); (4) "Lakes" (describing the state's two major natural lakes and its many reservoirs); (5) "Groundwater" (presenting information on five physiographic provinces); and (6) "Management." The booklet is illustrated with numerous color photographs and several maps. (YP)

ED 312 370 UD 027 136

Visions of a Better Way. A Black Appraisal of Public Schooling.
Joint Center for Political Studies, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 89
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($9.50).
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Education; Black History; *Educational Change; *Educational Discrimination; *Educational Improvement; Educational Research; Educational Trends; Equal Education; Essays; Literature Reviews; *School Effectiveness; *Social Problems; Stereotypes
IDENTIFIERS- Effective Schools Research; School Development Program

None of the problems confronting the black community today are more critical to its future than those related to education. Blacks must demand that schools shift their focus from the supposed deficiencies of the black child to the social barriers that stand in the way of academic success. The historical interest of the black community in education can be traced back to the antebellum South and the leadership of W. E. B. Du Bois and Booker T. Washington. Despite the social and political accomplishments of blacks since the Brown decision, the following barriers still diminish the education of many black children: (1) schools often reinforce social inequalities rather than overcome them; (2) stereotypes about low income groups and their lifestyles form the basis for low expectations and self-fulfilling prophesies of failure; (3) black and other low income students are shunted away from mainstream classroom instruction by the track system; (4) the use of standardized tests discriminates against the intelligence styles of minority students; (5) the number of black teachers is decreasing; and (6) successful programs such as Head Start and those funded under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) are not adequately funded to serve all eligible students. Research on school effectiveness identifies the characteristics of schools that successfully educate students, and the work of the School Development Program in New Haven (Connecticut) focuses on the social context needed for improved teaching and learning. Progressive educational reform must focus on the following areas: (1) recognizing the centrality of human relationships; (2) eliminating barriers to effective teaching and learning; and (3) mobilizing physical and political resources. A list of 60 references is appended. (FMW)

ED 312 035 PS 018 213

McClellan, Diane
Social Skill Training Intervention with Aggressive Young Children.
PUB DATE- 6 Jun 89
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Coeprehension; Generalization; *Interpersonal Competence; Intervention; *Kindergarten Children; Primary Education; *Prosocial Behavior; *Rejection (Psychology); *Student Improvement; Training
IDENTIFIERS- *Sociometric Status
This pilot study tested the effectiveness of direct instruction abou disadvantages of aggressive behavior in helping sociometrically rejected kindergarten children break patterns of aggression. The intervention sought to change children's behavior by increasing their knowledge of the effects of their behavior on other children and by giving them opportunities to practice new behavior patterns. It was hypothesized that: (1) strengthening sanctions against aggression and increasing knowledge of the negative effects of aggressive behavior; (2) creating opportunities for children to act out ineffective ways of interacting and practice alternative methods of interacting with children; and (3) supporting generalization of these alternative strategies would be effective methods of reducing aggression and improving children's social skills. It was further hypothesized that decreased aggressive behavior and increased social skills would result in increased sociometric standing. The treatment was implemented in tw public school kindergartens. Participants were five males and three females. Each child was trained individually in sessions of about 12 minutes per child. Sessions focused on hitting, verbal aggression, tattling, and derisive laughter. Sociometric and teacher assessment data were collected. Results are discussed. Over 50 references are cited. Data tables, intervention script, and other related materials are appended. (RH)

ED 312 066 PS 018 342

Lamer, Mary; And Others
The Peer Relations of Children Reared in Day Care Centers or Home Settings: A Longitudinal Analysis.
PUB DATE- 28 Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (21st, Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Early Experience; *Family Environment; Foreign Countries; *Individual Differences; Longitudinal Studies; Outcomes of Education; Peer Relationship; Preschool Children; *Social Development
IDENTIFIERS- *Sweden
This document reports the results of a follow-up of a longitudinal, comparative study of Swedish children reared in center and home settings that are especially pertinent to the debate about the long-term effects of care on social development. The study began with a sample of 120 children from 12-18 months of age. Sixty infants were enrolled in high-quality, municipally-operated day care centers, and 60 were cared for at home. Infants were observed with their caregivers in an effort to gain a detailed picture of the social dimensions of life in homes and centers. When the children were 5 years old, 102 of them were studied again. This study focused on the children's interactions with peers and adults in the two care settings. In the next follow-up study, 52 of the original 120 subjects were studied at the age of 10 years. Of the 52 children, 26 were specified as receiving continuous center care and 26 as receiving care in homes. The findings of the earlier phases of the study revealed group differences in the social experiences of the 1- and 5-year-olds in home and center settings. By middle childhood, individual differences in the direction and pace of children's development were overtaking and obscuring the effects of early care arrangements. No evidence was found that the children from center backgrounds demonstrated more negative or aggressive behavior with peers or adults than did children with home care. (RH)

ED 312 111 RC 017 236

Foster, Scott, Ed.
Respecting Differences: The Hope for a Global Community. Annual Bilingual Multicultural Education Conference (15th, Anchorage, Alaska, January 30-February 3, 1989).
Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.
PUB DATE- 89
NOTE- 55p.; For earlier conference reports, see ED 301 376, ED 261 809, and ED 226 890.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Alaska Natives; *Bilingual Education; Bilingual Education Programs; Conferences; Cultural Pluralism; Indigenous Populations; Intercultural Programs; *International Cooperation; *International Educational Exchange; *Multicultural Education; Workshops
IDENTIFIERS- *Alaska; USSR

This booklet lists the organizers and describes the agenda of a conference on the theme of respect for, and understanding of, cultural differences as the basis of global community. Workshop sessions are described and three keynote speeches are reprinted, together with four student essays that best captured the conference's theme. The keynote speeches generally promoted bicultural and bilingual education as means of opening up students' understanding of the world. Ted Mala (director of the Institute for Circumpolar Health Studies at the University of Alaska, Anchorage) emphasized the value of programs which allow Native Alaskans to communicate with their circumpolar counterparts in the Soviet Union across the Bering Straits. Howard Rainier (assistant director of the American Indian Studies Program at Brigham Young University, Provo, Utah) stressed the value of multicultural education as nurturing a sense of Native pride. Janie Leaske (member of the Alaska State Board of Education and president of the Alaska Federation of Natives, Anchorage) offered statistical analysis of Native Alaskan education, emphasizing the necessity of improving bilingual/multicultural programs. (TES)

ED 312 159 SE 051 013

Integrating Computer Software into the Functional Mathematics Curriculum: A Diagnostic Approach.
Prince George's County Public Schools, Upper Marlboro, Md.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 891p.; Produced by the Project: Effective Computer Instruction for Effective Special Education.
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Software; Computer Uses in Education; Curriculum Guides; Disabilities; Integrated Curriculum; Junior High Schools; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Mild Mental Retardation; *Moderate Mental Retardation; Secondary Education; *Secondary School Mathematics; Special Education

This curriculum guide was written to provide information on the skills covered in the Maryland Functional Math Test (MFMT) and to outline a process which will allow teachers to fully integrate computer software into their instruction. The materials produced in this directory are designed to assist mild to moderately handicapped students who will take the MFMT, but may also be helpful to regular education students who are experiencing difficulty with the test. The first section, "Domain Directory," lists 30 objectives divided into seven domains on the MFMT. The content scope, question format, teaching strategy, vocabulary, common errors, and task analysis are provided for each of the objectives. The second section, "Assessment Materials," contains tests, answer keys, and skill sheets. The skill sheets are organized by domains, corresponding objectives, and skills. The last section, "Software Materials," provides the software matrices relating specific skills to software programs and a summary reviewing the programs. Appendices include: (1) "MFMT Vocabulary List"; (2) "Student Progress Sheet"; (3) "Computer Software"; (4) "Suggested Assessment Modifications"; (5) "Guidelines for Parents"; (6) "Additional Resources and Supplementary Materials"; and (7) "MFMT List of Domains, Objectives, and Skills." (YP)

ED 312 204 SO 020 328

Buvinic, Mayra; Yudelman, Sally W.
Women, Poverty and Progress in the Third World. Headline Series No. 289.
Foreign Policy Association, New York, N.Y.
SPONS. AGENCY- Avon Products, Inc., New York, NY.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 89
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 (1-9 copies, $4.00 ea., discounts on larger quantities).
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Agriculture; *Developing Nations; Developmental Programs; *Economic Development; Family Health; *Females; Human Capital; Humanitarianism; Improvement; Improvement Programs; International Programs; Laborers; Modernization; Organizations (Groups); Philanthropic Foundations; *Poverty; Poverty Programs; *Quality of Life; World Problems
IDENTIFIERS- *Economic Contribution; United Nations Decade for Women
Women in developing nations often work long, grueling hours alongsi men in the fields, but must also cook and keep house, rear children, and provide health care. In short, woman's multifaceted labor is key t the family's survival. It is surprising, therefore, that until the United Nations designated a Decade for Women (1976-1985) the importanc of women to the development of Third World Countries was virtually ignored. Since women's contributions have become more projects for women and grass-roots groups focusing solely on women's issues has risen dramatically. Nevertheless, the overall situation of Third World women has changed little: they remain poor and overworked. This book analyzes the economic contributions women make and their role in managing natural resources and promoting family health and welfare, an examines what international donors and national implementing agencies have and have not done, and why they have not accomplished more. It concludes with policy, institutional and project recommendations to increase women's access to the resources and opportunities that will move them and their families out of poverty. A 15-item annotated bibliography and discussion questions for classroom use are included. (JB)

ED 312 220 SP 031 497

Weidler, Sarah D.
Exploring Preservice Teachers' Knowledge Structures about Reading.
PUB DATE- Feb 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; *Concept Formation; Elementary Education; Higher Education; Learning Strategies; Learning Theories; Preservice Teacher Education; Reading Comprehension; *Reading Instruction; *Teacher Effectiveness; *Teaching Methods
Research suggests that preservice teachers who have organized knowledge structures are able to respond to instructional situations more effectively than those who do not. It appears that the way a teacher organizes knowledge influences how easily the information is accessed and applied in instructional situations. This study investigated the interrelationship between preservice teachers' knowledge structures about reading and their actual instructional actions. Three questions were posed: (1) Do knowledge structures about reading evolve or grow more coherent as new knowledge is acquired during a reading methods course? (2) Is there a relationship between the coherence of knowledge structures and effective instructional action? and (3) Do preservice teachers perceive a relationship between their knowledge structures and actual instructional practice? Ten preservice teachers were required to develop an "ordered tree" at the beginning, middle, and end of the semester. This exercise allows persons to display concepts included in their knowledge structures and how they are tied together into a network of relationships. Data from the study indicated that preservice teachers' knowledge structures grow more coherent as new knowledge is acquired and that knowledge structures appear to be associated with instructional practice. The subjects did not appear to perceive a relationship between their knowledge structures as reflected in an ordered tree and their actual teaching. (JD)

ED 312 254 SP 031 624

Greabell, Leon C.; Phillips, E. Ray
Effective Inservice for Elementary School Teachers: A Summer Mathematics Institute.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (New Orleans, LA, November, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Institutes (Training Programs); Instructional Improvement; Knowledge Level; *Mathematics Instruction *Program Effectiveness
IDENTIFIERS- Florida
This study evaluated the effectiveness of mathematics inservice training for elementary teachers delivered in the longer-term institut format. The goal of the institute was to improve teachers' ability to provide meaningful, effective mathematics instruction to elementary school children. Specifically the investigators sought answers to the following: (1) To what extent did teachers master the mathematical content presented in the 12-day institute; and (2) To what extent did teaching behaviors change as a result of improved mathematical knowledge? The 18 participants were elementary school teachers in a rural county in West Central Florida. The program was delivered in twelve 5-hour sessions at the conclusion of the school year. The evidence gathered from post-institute analysis indicated that the teachers significantly improved their understanding of mathematical content, and appeared to have integrated this newly acquired knowledge into their everyday teaching behaviors. (JD)

ED 312 285 TM 014 038

State Summary Grade 10: Spring 1989 High School Proficiency Test, New Jersey Statewide Testing System.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 94p.; For related documents, see TM 014 039-040.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grade 10; Graduation Requirements; High Schools; High School Students; Mathematics Achievement; *Mathematics Tests; Reading Achievement; *Reading Tests; Socioeconomic Status; *State Programs; Statistical Data; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- *New Jersey High School Proficiency Test; Writing Achievement

The New Jersey High School Proficiency Test (HSPT) consists of reading, writing, and mathematics sections and must be passed as one of the requirements for a high school diploma. This report includes a series of tables summarizing grade 10 test results statewide for April 11-13, 1989. The results for 6,352 10th graders are given separately for those who took the test for the first time and those who were retested. Student performance data is presented by District Factor Group (DFG), an indicator of the socioeconomic status of the students in each district; by urban district; and by Regional Curriculum Services Unit region. District-by-district and school-by-school results grouped by DFG, are also presented. Scores in this report exclude special education students, limited English-proficient students, and those whose answer folders were voided. Overall, 77.8% of the 1,787 10th graders who completed the reading section passed it; 52.3% of the 5,158 10th graders who completed the mathematics section passed it; and 63.0% of the 2,498 10th graders who completed both the essay and multiple-choice components of the writing section passed it. Forty-eight pages of tables present results. (SLD)

ED 312 315 TM 014 122

Eash, Maurice J.; And Others
Determining Outcomes for Evaluation of a National Science Foundation Workshop.
PUB DATE- Oct 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; Evaluation Methods; *Evaluation Problems; High Schools; *Program Evaluation; Science Education; *Science Teachers; *Secondary School Teachers; Teacher Improvement; *Teacher Workshops
IDENTIFIERS- *National Science Foundation; Our Class and Its Work Questionnaire; *Outcome Oriented Evaluation

Problems in conducting an outcome evaluation under uncertain knowledge of effects are addressed. This evaluation was designed to obtain outcome assessments of a National Science Foundation Workshop, which was working with 20 high school chemistry teachers and 20 high school biology teachers to stimulate effective teaching, assist teachers in developing instructional modules, and provide a broader network of scientists to relate to high school science activities. The initial evaluation design called for self-reports of program impact from participants, but hard data, in terms of test scores, became necessary to document impact more directly. Three measures were selected to gather data on workshop impact: (1) a questionnaire determining the reactions of participants; (2) a questionnaire examining the utility for teachers of activities in the workshop as translated into their teaching; and (3) an instrument, Our Class and Its Work (OCIW), developed by M. J. Eash and H. Waxman (1983), which was used to gather information from students of workshop teachers (N=442) and students of control teachers (N=384). Students' perceptions of classroom approach paralleled teacher self-reports; when teachers reported a change in classroom behavior, OCIW student data suppored a change. The problems in outcome evaluation illustrated by this study indicate the need to rely on more than just test scores in evaluating program impact. (SLD)

ED 312 342 UD 027 076

Galindo, Letticia; Baenen, Nancy
Views and Viewpoints about AISD: Student, Staff, and Parent Opinions, 1988-89.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jul 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Employee Attitudes; Excellence in Education; *Parent Attitudes; Professional Personnel; *School Effectiveness; School Surveys; *Student Attitudes; Teacher Attitudes; Urban Areas; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Texas (Austin)
Results of district-wide opinion surveys about a variety of key topics concerning the Austin (Texas) Independent School District (AISD) conducted during 1988-89 are discussed in this report. Over 49,000 students, teachers, other campus professionals, campus administrators, and parents participated. The following positive views about school quality and effectiveness are reported: (1) high percentages of staff, parents, and students rated their schools as "excellent" or "above average"; (2) nearly all staff agree that they have high expectations for student success and that school climates were conducive to learning student progress was monitored frequently to improve performance, and students were actively engaged in learning in classrooms; (3) parents believe that home/school relationships are positive and believe also that AISD's greatest strengths include the instructional staff and high academic quality; and (4) in general, elementary staff and parents are more positive than secondary, and administrators are more positive than professionals. A few areas were identified for possible improvement. Staff, parents, and students most frequently identified pupils' lack of interest and lack of respect for teachers and other students as the biggest problems; and professionals were least positive about the quantity of paperwork and staff morale. About half of the professionals surveyed in 1988-89 and 1987-88 perceived the teaching profession as declining compared to five years ago, and two out of three teachers plan to stay with teaching as a career. Statistical data are included on 29 tables and graphs, and tabulations of the survey responses by respondent group are attached. A list of five references is also appended. (FMW)

ED 312 051 PS 018 301

Zeece, Pauline Davey; Bauermeister, Maxine L.
Promoting Professional Value from Within.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Advocacy; *Early Childhood Education; Guidelines;
Professional Development; *Professional Occupations; Professional
Recognition; *Public Relations
Conditions in the early childhood profession that contribute to the development of a positive image of child caregivers are discussed. The first step in development of such an image of child care work involves the reaffirmation of the value of caring for and teaching young children. The second step involves examination and reconciliation of biases in the early childhood profession. Such biases include the field's unwritten status hierarchy, the notion of profitability, and negative attitudes towards parents. The third step is the development of a mechanism for internal change. The fourth step involves the development of an agenda for action. It is concluded that recognition of the power and importance of linkage between systems is of critical importance. Connections among those involved with children and familie are the key to advocacy. The strength and effectiveness of advocates' efforts cannot be sustained unless advocates work in a profession that fosters a positive image of itself. (RH)

ED 312 082 PS 018 368

Leadbeater, Bonnie J.
Between Subjects: Shared Meanings of Intersubjectivity.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (21st, Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Dialogs (Language); *Family Relationship; Individual Development; *Interpersonal Communication; Language Acquisition; Social Behavior; *Theories
IDENTIFIERS- Conceptual Analysis; *Intersubjectivity; Mead (George Herbert); Schutz (Alfred)
While the term "intersubjectivity" has become widely used to mean something like "shared experience," it is, paradoxically, poorly understood. This review of the theoretical foundations of intersubjectivity argues that the problem lies in the developmental starting points of the theories. Either subjective experiences are seen to develop before communal ones, as in Schutz (1967), or vice versa, as in Mead (1934). It is asserted that the polarity of these positions works against the understanding of the processes of intersubjectivity. Evidence from research on infants is used to suggest a new starting point that acknowledges both shared and private experience. (Author/RH)

ED 312 097 RC 017 216

Hall, Milan; Luther, Vicki
Schools as Entrepreneurs: Helping Small Towns Survive.
Heartland Center for Leadership Development, Lincoln, NE.
PUB DATE- Sep 88
AVAILABLE FROM- Heartland Center for Leadership Development, 941 O Street, Suite 920, Lincoln, NE 68508.
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Cooperative Programs; *Economic Development; Economic Opportunities; *Entrepreneurship; High Schools; Job Skills; Rural Areas; Rural Schools; *School Business Relationship; School Community Relationship; *Work Experience
IDENTIFIERS- *School Based Enterprises; *Small Towns
Because schools are often the biggest employers in rural areas, it may make sense for rural schools to initiate economic development partnerships with the community, rather than wait for business to take the initiative, as is more commonly the case with urban school-business partnerships. This booklet reports findings of a national research project to identify innovative school-based business projects. Seven schools were chosen for the range of innovative and promising school-based businesses they represented. A New York high school has a greenhouse, built by students, with annual plant sales of $1,000. In Iowa, high school students are operating a small-jobs subcontracting service. Students in Alaska plan an herbal export business; experience in searching for a feasible enterprise was a substantial part of the educational enterprise. High school students in Georgia operate a child development center and a swine breeding farm that sells feeder pigs. In North Carolina, high school students run a delicatessen with a monthly payroll of $7,000. Students in Indiana have two businesses: a pedigree hog enterprise and a truck and tractor salvage business. A South Dakota high school has altered its curriculum to provide marketing opportunities for students in several classes. The booklet examines legal considerations and enterprise selection and planning, and provides 10 strategies for school-based economic development. (DHP)

ED 312 125 SE 050 890

Dittmer, Phil D.; And Others
Solar Physics in the Space Age.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 83
NOTE- 100p.; Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; Astronomy; *Physics; Satellites (Aerospace); Science History; *Science Programs; *Scientific Research *Solar Energy; *Space Exploration; Space Sciences
IDENTIFIERS- *Sun
This amply illustrated booklet provides a physical description of the sun as well as present and future tasks for solar physics study. The first chapter, an introduction, describes the history of solar study, solar study in space, and the relevance of solar study. The second chapter describes the five heliographic domains including the interior, surface atmosphere, inner corona, outer corona and solar wind, and the sun-earth interface. The third chapter discusses current problems in solar physics such as; solar neutrinos; helioseismology; magnetic fields; temperature of the corona; solar flares; holes in the corona; solar wind; coronal mass ejections; solar constant changes; and effects of the changing sun. The last chapter describes types of space missions and future solar research. (YP)

ED 312 143 SE 050 913

Zepp, Raymond
Language and Mathematics Education.
PUB DATE- Sep 89
NOTE- 267p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Linguistics; *Mathematical Concepts; Mathematical Formulas; *Mathematical Linguistics; Mathematical Vocabulary; Mathematics Education; *Mathematics Instruction; Science and Society; *Second Languages
IDENTIFIERS- *Ethnomathematics
This book is designed for those interested in the teaching of mathematics, in both first language and second language contexts, and is based on 15 years' teaching experience in Africa and Asia. The book is designed to present the main issues of language in mathematics teaching, and is therefore not a highly technical work. Chapters included are: (1) "Introduction: Is Mathematics a Language?"; (2) "The Development of Formal Thought through Language: Piaget vs. Vygotsky"; (3) "Concepts" (discussing research on how the naming of concepts affects the learning of those concepts); (4) "Logical Connectives"; (5) "Problem Solving"; (6) "Correlational Studies" (describing the relationships between mathematical ability and language skills); (7) "The Whorf Hypothesis" (summarizing the results of hypothesis testing); (8) "Bilingual Education" (discussing the effects of bilingual education on mathematics learning); (9) "The Alphabet Effect" (discussing the effects of written language on logic and on learning); (10) "Sociolinguistics in the Classroom"; (11) "Ethnomathematics" (discussing the influence of cultural factors on mathematics and mathematics education); and (12) "Applications and Conclusions." (YP)

ED 312 190 SO 020 280

Spitzer, Nicholas R., Ed.
Louisiana Folklife: A Guide to the State.
Louisiana State Dept. of Culture, Recreation and Tourism, Baton Rouge.
PUB DATE- 85
AVAILABLE FROM- Louisiana Folklife Program, Division of the Arts, P.O. Box 44247, Baton Rouge, LA 70804 ($15.00).
NOTE- 361p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Architecture; Area Studies; Audiodisks; Craft Workers; Creoles; *Ethnic Groups; Ethnicity; *Ethnography; Films; *Folk Culture; Food; Handicrafts; Language Research; Music; Public Policy; Regional Dialects; Resource Materials; Tape Recordings; Videotape Recordings; Vietnamese
IDENTIFIERS- Boats; Cajuns; *Louisiana

Louisiana is composed of a vast array of traditional cultures and activities. This resource directory to Louisiana folk arts and folk communities aims to promote better understanding and preservation of the cultural settings and meanings of those things already well known and to explicate the lesser-known activities that comprise living folk traditions. The articles, most with accompanying bibliographies, are divided into five sections: (1) "Folklife Research in Louisiana"; (2) "Ethnicity, Region, Occupation, and Family: The Social Contexts for Louisiana Folklife"; (3) "Living On and Off the Land in Louisiana: Crafts, Foodways, Boats, and Houses"; (4) "Documenting Tradition"; and (5) "Folklife and Public Policy." The articles include such topics as the history of folklife research in Louisiana, regional folklife, Creolization and ethnicity, children's folklore, traditional foodways, folk boats, folk houses, folk crafts, media documentation of folklife, folklife and education, a folklife plan for Louisiana, and the Vietnamese immigrants in New Orleans. Nine appendices provide access to resources relating to Louisiana folklife; they include an annotated bibliography of resources in research preservation and presentation, lists of dissertations and theses, film and video recordings, sound recordings, Louisiana festivals, and state documents, and a copy of the Louisiana Folklife Survey. Numerous black and white photographs are included. (JB)

ED 312 237 SP 031 568

Wood, Lonnie H.
Maximizing the Development of Student Teachers during Student Teaching
PUB DATE- 2 Aug 89
NOTE- 24p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Tacoma, WA, August 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; *Supervisory Training; Teacher Effectiveness; Teacher Role; Teaching Experience
Although challenged by some, the student teaching experience continues to be the most extensive, and in the eyes of most educators, the most important experience in the preparation of teachers. Given th importance of the student teaching experience, it behooves teacher educators to carefully examine student teaching to determine ways to improve the preparation of teachers entering the profession. Research indicates that many of the more recent changes in the preparation of teachers have focused on the on-campus coursework and in the extension of field experiences, while minimum attention has been paid to improving the quality of the student teaching experience. Questions to be answered that are reviewed in the paper are the role of the cooperating teacher and university supervisor, types of supervisory models, and selection and training of cooperating teachers and university supervisors. The paper concludes with a number of recommendations designed to help improve the student teaching experience. (Author)

ED 312 271 TM 013 976

What Americans Study. A Policy Information Report.
Educational Testing Service, Princeton, NJ. Policy Information Center.
PUB DATE- 89
AVAILABLE FROM- ETS Publications Order Services, P.O. Box 6736, Princeton, NJ 08541 ($3.50).
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; *Course Selection (Students); Educational Change; Educational Policy; *Educational Trends; Elementary Secondary Education; Grade 4; Grade 8; *Grade 11; Graduation Requirements; *High School Graduates; Parent Background; Racial Differences; *Required Courses; Sex Differences

This is the first of a series of reports providing information and statistics on subjects of interest to educational policymakers and practitioners. Based on a research paper, "Course-Taking Patterns in the 1980s," by Margaret E. Goertz, the report's focus is on what is being studied and how this has changed over time (generally between 1982 and 1987) for high school graduates and college-bound high school seniors. Information on subjects studied by high school graduates and college-bound seniors is presented. Course-taking pattern information focuses on fourth-, eighth-, and 11th-grade students. The information is placed in context via a brief discussion of school reform trends. Data are broken down variously by subject, race, parents' educational attainment, and/or sex. Racial groups represented include White, Black, Hispanic, American Indian and Asian American; some detail is provided for English-versus non-English speakers and for Asian Americans and Hispanics. It is concluded that a principal element of educational reform in the 1980s has been the increase in course-taking requirements for high school graduation, primarily the increase in the number of years that students are required to study academic subjects. Beyond that, strong recommendations have been made to require academic courses for students expecting to go to college and to increase attention in the elementary and junior high school years to subjects supporting an increasingly technological economy. Twenty-three data tables, mostly showing data between 1982 and 1987; 20 graphs; and technical notes on the study methodology are included. (TJH)

ED 312 329 UD 027 011

Minority Health in Michigan: Closing the Gap.
Michigan State Dept. of Public Health, Lansing.
PUB DATE- 88
NOTE- 205p.; For executive summary, see UD 027 010.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Arabs; Asian Americans; Blacks; Equal Protection; *Health Needs; *Health Promotion; *Health Services; Hispanic Americans; *Minority Groups; *Mortality Rate; North Americans; Pacific Americans; State Surveys; Whites
IDENTIFIERS- *Access to Health Care; *Michigan

The wide and growing discrepancy in mortality rates between the minority populations of Blacks, Hispanics, Arab Americans, Asian/Pacific Islanders, and Native Americans and the White population of the State of Michigan make improving minority health status a matter of simple justice. Section I, "Introduction and Overview," comprises chapter 1, "Minorities in Michigan," which analyzes State demographics. Section II, "Major Causes of Excess Minority Deaths," analyzes specific health problems and comprises the following chapters: (2) "Cardiovascular and Cerebrovascular Disease"; (3) "Diabetes"; (4) "Cancer"; (5) "Chemical Dependency"; (6) "Violence and Injury"; and (7) "Low Birth Weight and Infant Mortality." Section III, "Special Problems," investigates health factors and subpopulations and comprises the following chapters: (8) "Nutrition and Hunger"; (9) "Environmental Hazards"; (10) "AIDS"; (11) "Tuberculosis"; (12) "Problems of Children"; and (13) "Problems of the Elderly." Section IV, "Systemic Issues," examines social and economic barriers and comprises chapter 14, "Access to Care," and chapter 15, "Jobs and Education." Section V, "Areas for Intervention," reviews areas in which programs can have a positive impact and comprises the following chapters: (16) "Smoking Prevention and Cessation"; (17) "Hypertension Prevention and Control"; (18) "Diabetes Education"; (19) "Reducing Violence and Injury"; (20) "Reducing Low Birth Weight and Infant Mortality"; (21) "Reducing Environmental Hazards"; and (22) "Improved Nutrition and Access to Food." Section VI, "Recommendations," proposes steps to close the gap in health status between minorities and Whites. Each chapter includes a list of references. Statistical data are included on nine graphs and 43 tables. A glossary is appended. (FMW)

ED 312 022 JC 890 532

Cullen, Audrey M.
Assessing Economic Impact of Community College Engineering Technology Graduates.
Delgado Community Coll., New Orleans, LA.
PUB DATE- 9 Oct 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; Departments; *Economic Impact; Educational Economics; *Engineering Technicians; *Engineering Technology; Expenditures; Graduate Surveys; Place of Residence; Questionnaires; Salaries; *School Community Relationship; School Personnel; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies
A five-year follow-up was conducted of graduates of the Engineering Technology program at Delgado Community College to estimate the economic impact of the Engineering Technology Division, and its faculty, staff, and graduates on the Standard Metropolitan Statistical Area (SMSA) of Orleans, Jefferson, St. Tammany, St. Charles, St. Bernard, and St. John. Surveys were mailed to 310 individuals who graduated from the program between 1982 and 1986, requesting information on their current residence, whether their jobs were consistent with their college majors, their income and expenditures, and whether they continued their education. Study findings, based on usable responses from 73 graduates, included the following: (1) 30 graduates continued their education beyond the associate's degree, 7 completed a bachelor of science degree, 1 a master's degree, and 17 took some formal college credit courses; (2) 93% were still living in the SMSA at the time of the survey; (3) income levels ranged from less than $10,000 to more than $39,999 per year; (4) 53% of the respondents indicated that their current job matched their college major, while 39.7% reported no match; (5) for the 68 graduates living locally, housing costs, including utilities, were approximately $555 per month, while non-housing expenditures averaged $773.00 per month; and (6) extrapolating from the survey data, it was estimated that the approximately 290 program graduates who could be expected to live in the SMSA had total annual expenditures of $4,621,440. College payroll records revealed that between 1982 and 1986, faculty and staff earned a total of $2,725,818, with a disposable income of $436,131 per year. Operating expenses of the Division for items such as travel, printing, and supplies were approximately $10,295 per year. Estimated direct spending of the Division, its faculty, staff, and graduates was estimated at approximately $5,066,767 annually, while indirect spending was estimated at $10,143,534 per year. The survey instruments are appended. (AYC)

ED 312 176 SO 020 260

Molinaro, Julia A.
An Annotated Bibliography Dealing with Some Implications of Two Art Education Reform Movements.
PUB DATE- Apr 89
NOTE- 84p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Aesthetic Education; Annotated Bibliographies; Art Activities; *Art Education; *Art History; Art Teachers; Curriculum Design; Curriculum Enrichment; Elementary Secondary Education; Teacher Education
IDENTIFIERS- *Discipline Based Art Education
Efforts to renew cultural literacy and reform arts education sponsored by the National Endowment for the Arts and the Getty Center for Education in the Arts suggest fundamental changes relating to the scope of art curricula. The single greatest drawback of existing art curricula and the guides that teachers use is the emphasis on skill development at the expense of the art form as a whole. A shift in philosophy and curricular practice for art education would require changes in art teacher training programs so that new art teachers would be prepared to teach the cultural realms in art with the same enthusiasm and skill that they now teach the production of art. The bibliographic annotations which form the core of this study are composed of three parts. Part 1 is a review of the literature concerned with humanities and cultural aspects of education as they relate to curriculum reform and teacher preparation (2 citations). Part 2 reviews the literature pertaining to art education reform movements and their orientations toward changes in curriculum, teacher preparation, and the role of the museum (20 citations). Part 3 is a review of the museum education literature addressing the museum's function and role in various educational relationships (8 citations). The paper's final section offers a summary, conclusions, and recommendations. (PPB)

ED 312 301 TM 014 082

Chandler, Theodore A.; Shoup, Julie
Use of Meaningfulness as a Function of Attributions and Divergent Thinking.
PUB DATE- Oct 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Divergent Thinking; Education Majors; Failure; Higher Education; *Learning Strategies; Regression (Statistics); *Retention (Psychology); Student Attitudes; Success; Teacher Education; *Undergraduate Students
IDENTIFIERS- Flexibility (Attitude); *Meaningfulness; Nonsense Syllables

The strategies college students use to retain material that is low in meaningfulness were studied. Participants were 149 undergraduate teacher-training students in human development and learning classes. Students randomly received and were asked to memorize one of three 15-item lists: nonsense syllables, unrelated words, or related words. A brief questionnaire evaluated the students' attributional assignment for success and failure and their fluency, flexibility, and originality. Three sets of multiple regressions run on nonsense and unrelated word lists tested the idea that students' attributional preferences would vary with measures of divergent thinking and that both would predict word retention. For nonsense syllables, success and failure attributions significantly predicted fluency and flexibility but not originality. For unrelated words, fluency and originality scores were significantly predicted by attributions. Flexibility was positively correlated with, and significantly predicted, word retention. Success at retaining nonsense words was related more to chance and ease of task attributions, while ability, knowledge, and effort attributions were chosen for unrelated words. Results suggest that encouraging students to bring personal meaning to low-meaning tasks can increase retention. (Author/SLD)

ED 312 357 UD 027 098

Fruchter, Norm
Meeting Adolescent Need: Four Effective Middle Schools.
Advocates for Children of New York, Inc., Long Island City.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Greater New York Fund, N.Y.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Competency Based Education; *Economically Disadvantaged; *Educational Administration; Educational Assessment; Educational Quality; Junior High Schools; *Middle Schools Minority Group Children; *School Effectiveness; *School Organization *Urban Education
IDENTIFIERS- *New York (New York)
This study describes four middle schools which educate poor and minority students more effectively than most middle schools in the New York City public school system. These schools were studied in order to define the characteristics associated with academic effectiveness. Chapter 1 provides the demographics and the test score results for each school. Chapter 2 presents the characteristics and policies of each school's administrative staff and what effects these policies have on the school climate. Chapter 3 presents descriptions of each school's organization and curriculum. Also included in this chapter are descriptions of the following topics: (1) guidance practices; (2) enrichment programs; and (3) special education programs. Chapter 4 reports which specific practices reinforce and sustain each school's overall effectiveness. The study includes 7 tables and a bibliography of 10 publications. (JS)

ED 312 008 JC 890 517

Weidenthal, Maurice D.
Who Cares about the Inner City? The Community College Response to Urban America. A Report of the Commission on Urban Community Colleges of the American Association of Community and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($11.25, for non-members; $9.25, members).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; *College School Cooperation; Community Colleges; Educational Assessment; Educationally Disadvantaged; Educational Objectives; Inner City; *Minority Groups; *School Business Relationship; *School Community Relationship; School Location; Two Year Colleges; *Urban Education
Drawing from site visits to 10 community colleges located in New York (New York), Miami (Florida), Cleveland (Ohio), Jacksonville (Florida), Kansas City (Missouri), Dallas (Texas), Los Angeles (California), Denver (Colorado), Pittsburgh (Pennsylvania), and Detroit (Michigan), this report traces the efforts of inner-city community colleges to provide education, training, and urban survival skills to new immigrants, high school dropouts, homeless, and socially and economically disadvantaged, as well as to large numbers of traditional students. Part 1 of the report presents a position statement by the Commission on Urban Community Colleges of the American Association of Community and Junior Colleges concerning the role of urban community colleges. Part 2 offers introductory information on the purpose of the study and on the campuses that were visited. Part 3 offers brief descriptions of each college's efforts to establish partnerships with the community, build articulated and cooperative programs with schools and universities, and establish partnerships with business and industry. This section also highlights the colleges' role in the education and training of nontraditional students, in providing community services, and in serving as a home for community-based organizations and activities. In part 4, conclusions stress that: (1) the colleges' commitment to the central city in the face of extremely challenging odds appears to be firm; (2) urban community college leaders are firm in their belief that quality education is not and should not be sacrificed in the name of programs related to meeting social needs; (3) enrollment declines of the early and mid-1980's appear to have been reversed; (4) campus leadership continues to struggle with the issues of social change and higher education; and (5) there appears to be no national consensus on the multiple missions and roles of the central city campus and its special programs that reach out to the community. In conclusion, part 5 offers seven recommendations. (JMC)

ED 312 036 PS 018 222

Nelsen, Mary Jo
Concurrent Validity of Three Family Day Care Assessment Instruments.
PUB DATE- 16 Aug 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Concurrent Validity; *Family Day Care; *Measurement Techniques; Program Evaluation; *Program Validation
IDENTIFIERS- *Texas (San Antonio)
A research project was initiated by the San Antonio Accreditation program to compare results of overlapping validations made with three instruments: San Antonio's Family Day Care Rating Scale (FDCRS), Dalla Child Care Partnership's Family Day Care Observation Instrument (FDCOI and the National Association for Family Day Care's (NAFDC) Assessment Profile for Family Day Care. During April-August, 1989, a total of 32 validations were conducted for the San Antonio Accreditation program b two validators. Validators evaluated each provider or home concurrently. One observer used the FDCRS and the FDCOI to rate providers and homes, while the second observer used the FDCRS and the NAFDC. Validators were professionals in the field of early childhood education. Concurrent validity was not established for the NAFDC. Of 3 providers, 4 failed their first attempt at accreditation according to city standards. Of these 4, two would have also failed the Dallas and NAFDC requirements for accreditation; the third would have failed only the Dallas instrument; and the fourth would have passed the NAFDC and Dallas scales. Research is needed to establish the validity of the NAFDC scale. (RH)

ED 312 052 PS 018 303

Burton, Allen W.; And Others
To Go Over or Under.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Age Differences; *Environmental Influences; *Motion; *Preschool Children; Preschool Education
IDENTIFIERS- *Barrier Behavior
This study examined the mode of locomotion preschoolers used to traverse fence-like barriers of various heights in order to reach a goal. Preschoolers could step over the barrier, crawl under it, or walk under it. The experimental situation consisted of a room with four fences set up at different heights. Two age groups of preschool children between 3.5 and 5 years of age and a group of adults were asked to retrieve a small toy block from behind single "rail" fences which varied in height in steps of 15.2 cm from 15.2 cm above the floor to about head height. Each retrieval resulted in two traversals: going and returning. Over the course of 24 trials, at least three retrievals or six traversals were made at each height. In general, all three modes of locomotion were observed. For very low heights, all subjects stepped over the fence. For very high heights, nearly all children and adults walked under the fence. For intermediate heights, all children crawled under the fence. For intermediate heights, adults were much more reluctant to crawl; some avoided that mode of locomotion completely. Results suggest that the locomotor behaviors of young children and adults may be constrained by environmental conditions in relation to body size. (RH)

ED 312 067 PS 018 343

Honig, Alice Sterling
Early Child Care, Parenting Education, and Social Policy.
PUB DATE- Feb 89
NOTE- 8p.; Paper presented at the Civic Issues Forum (Syracuse, NY, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Early Childhood Education; *High Risk Persons; Infants; Parent Education; *Prevention; Program Effectiveness; *Risk; Young Children
IDENTIFIERS- *Social Policy
Risk factors affecting infants and young children, such as mother's drug addiction or teenage pregnancy, are discussed. Four major groups of risk factors are considered: (1) sociocultural and demographic factors; (2) biomedical risks; (3) personal-social risk factors; and (4) family history factors. These risk factors intersect to increase negative outcomes. Where buffering or supportive elements are present, consequences of risk factors are ameliorated. The Syracuse Family Development Research Project found buffering results for a high quality infant-toddler-preschool care program combined with an outreach home visitation program that delivered sensorimotor games, and nutritional and positive discipline information to young, unwed, school-dropout mothers. At least 12 preventive actions should be taken in regards to risk factors. These include mandatory parent education from the early grades, required child development courses in teacher training curriculums, bookmobiles in poor neighborhoods, provision of parental leave, job sharing, positive television programming, and high quality infant and toddler care. (RH)

ED 312 126 SE 050 893

Alsdorf, Brian
A Curriculum Plan for the Columbus Zoo Aquarium. Grades 3 through 6.
PUB DATE- Dec 88
NOTE- 62p.; M.S. Thesis, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary
School Science; *Environmental Education; Science Activities;
*Science Curriculum; Science Materials; Teacher Workshops; *Zoos
IDENTIFIERS- *Columbus Zoo Aquarium OH
This curriculum plan is submitted as a framework for developing educational programs at the Columbus Zoo Aquarium (CZA) for elementary school students in grades 3 through 6. It is intended to provide support and assistance to those involved with CZA programs. Major sections include: (1) "Review of Columbus Zoo's Educational Programs"; (2) "Identification of Educational Planning Needs" (including benefits of the aquarium); (3) "Educational Rationale and Philosophy for the Columbus Zoo Aquarium"; (4) "Goals and Objectives for Education at the Columbus Zoo Aquarium" (describing a four-level hierarchy of goals for environmental education curricula); (5) "Factors to Remember in Columbus Zoo Aquarium Educational Planning"; (6) "Audience Characteristics and Educational Needs"; (7) "Program Implementation Strategies"; (8) "Proposed Programs for Implementation" (providing four program units with audience, goals, objectives, a unit outline, and a field trip outline); (9) "Program Implementation Review"; (10) "Teacher Workshops"; and (11) "Program Evaluation" (including parameters for formative and summative evaluation). There are 112 references listed. (YP)

ED 312 221 SP 031 509

Clift, Renee T.; And Others
Dogs, Ponies, and the Improvement of Teaching: English Teachers' Perceptions of the Texas Teacher Appraisal System.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; Evaluation Problems; *Formative Evaluation; High Schools; *Summative Evaluation; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *English Teachers; *Texas Teacher Appraisal System
This paper explores the impact of the Texas Teacher Appraisal System (TTAS) through an analysis of interviews with 24 high school English teachers. The first part of the paper discusses the development of the TTAS and the second section describes the study. The teachers were asked if and how the TTAS had affected their teaching performance, what were positive and negative aspects of the system, how they would change the present system, and what would constitute an ideal system. Responses revealed that: (1) all but one of the subjects indicated that the TTAS had affected their teaching performance during evaluation; (2) more than a third of the subjects indicated that the TTAS had caused them to reflect on their teaching; (3) the most frequently mentioned negative aspect of the TTAS was that teaching performance could be staged or rehearsed for evaluators, also that too much depends on the relationship between the teacher and the evaluator; (4) the subjects indicated that evaluation should not be tied to monetary gain, observations should be unannounced, and evaluation should be based on more than classroom observation; and (5) a majority of the teachers believed the purpose of an ideal evaluation system should be individual growth or professional development. To correct what teachers perceive to be problems with the TTAS would require a shift from a summative to a formative evaluation emphasis. (JD)

ED 312 255 SP 031 626

Orlich, Donald C.
An Emergent Paradigm for Staff Development.
PUB DATE- 21 Nov 88
NOTE- 35p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Educational Planning; Elementary Secondary Education; *Inservice Teacher Education; *Models; *Organizational Theories; Professional Development; *Program Development; Research Utilization; *Staff Development
Evidence indicates that lack of an explicit planning paradigm may account for widely reported unsystematic staff development and ineffective inservice teacher education programs. No published paradigm-related study provides a comprehensive framework for staff development. This paper synthesizes and develops a set of classes and models into a pretheoretical system and offers a conceptual framework that may be applied by school personnel to improve their planning and conducting of staff development programs. Fifteen operationally define inservice models are synthesized from published literature and a taxonomic key is provided to classify each model and establish a planning "decision tree." Dissemination and application of this paradigm could improve staff development efforts for teachers, administrators, and other members working in the education community. Over 50 references are included. (Author)

ED 312 343 UD 027 084

Transiency and Stability in the Los Angeles Unified School District, 1982-1983. Publication No. 448.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Aug 84
NOTE- 62p.; For other reports in this series, see UD 027 085-087.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Enrollment Trends; High Schools; Junior High Schools; Magnet Schools School Holding Power; *School Statistics; *Student Attrition; *Transfer Students; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report on transiency and stability in the Los Angeles Unified School District continues a series that has been augmented annually since 1968-69. Transiency refers to the adjusted numbers of entrants and leavers, expressed as a percentage (rate); stability refers to the student population that has remained in the school all year, expressed as a percentage (rate) of the starting enrollment. Information on the number of students who entered and left each month was gathered from all regular and magnet schools. Rankings were computed for elementary, secondary, and magnet schools by administrative region, with a district summary. Transiency rates reported in this study cannot be directly compared to previous years because a new formula was used to compute transiency. Overall, the stability rate declined from 1978-79 to 1980-81, from 76.6 percent to 74.1 percent, with noteworthy improvements over the next two years. The overall transiency rate for 1982-83, 39.1 percent, can be used as a baseline for comparing future rates. Historical data are reported for 1968-1978 and 1978-1982. Statistical data are included on seven tables. (FMW)

ED 312 371 UD 027 137

Money Income and Poverty Status in the United States: 1988 (Advance Data from the March 1989 Current Population Survey). Current Population Reports: Consumer Income.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Oct 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 186p.; For 1986 report, see ED 294 981; for 1987 report, see ED 298 241.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; Cost Indexes; Demography; *Economic Status; Family Characteristics; *Family Financial Resources; Family Income; Hispanic Americans; *Income; Low Income; Minority Groups; *Poverty; Regional Characteristics; Statistical Data; Trend Analysis
IDENTIFIERS- *Current Population Survey; *Income Level; United States

This report presents data on the income and poverty status of households, families, and individuals in the United States for the calendar year 1988. These data were compiled from information collected in the March 1989 Current Population Survey (CPS) conducted by the Bureau of the Census. The report is comprised of an introduction, highlights, and seven sections. The first section discusses household income in terms of region, type of residence, and type of household. The second section analyzes family income on the basis of race, Hispanic origin, family composition, and age of householder. The third section examines earnings of year-round, full-time workers. The fourth section presents per capita income figures. The fifth section examines poverty status in terms of the following factors: (1) age; (2) race and Hispanic origin; (3) regions; (4) farm/nonfarm residence; (5) metropolitan/nonmetropolitan residence; (6) poverty areas; (7) families, family composition, and unrelated individuals; (8) work experience of family householders; (9) educational attainment of family householders; and (10) income deficit. The sixth section compares trends in income and poverty using the official Consumer Price Index (CPI-U) and an experimental series (CPI-U-X1). The seventh section discusses the effects of revisions in the March CPS processing system. The report inlcudes 65 tables and 5 charts. The seven appendices, which comprise about half the document, include information on incorporating taxes and noncash benefits into the definition of income, estimates of income and poverty using the CPI-U-X1, and sources and accuracy of data, as well as copies of CPS questionnaires. (AF)

ED 312 083 PS 018 369

Lichtenstein, Robert
Psychometric Characteristics of the Gesell School Readiness Screening Test.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concurrent Validity; Kindergarten; *Kindergarten Children; Primary Education; *School Readiness; *Screening Tests; Student Placement; *Test Reliability; *Test Use; *Test Validity
IDENTIFIERS- *Gesell School Readiness Screening Test; Test Retest Reliability
The Gesell School Readiness Screening Test (GSRST) is widely used to identify "developmentally immature" children for placement in extra-year, transition programs in spite of a problematic absence of psychometric evidence and research support. In this study of psychometric characteristics of the GSRST, teacher ratings of classroom performance and readiness, selected subtests from the Kaufman Assessment Battery for Children (K-ABC), and parent reports of adaptive behavior were obtained for a sample of 48 kindergarten children. There was a moderately high correlation between the GSRST and K-ABC subtests. There was a high level of agreement between placement recommendations based on GSRST results and teacher ratings of readiness. Test-retest reliability and interrater reliability for the customary clinically-based scoring method were below acceptable levels, and lower than the reliability figures yielded by a quantitatively based scoring method. The GSRST does not appear to be sufficiently reliable for use as a primary determinant of grade placement, but may be a valuable component of a school readiness assessment. The construct of school readiness as measured by the GSRST remains in need of clearer definition. (Author/RH)

ED 312 112 RC 017 238

Eller, Ronald D., Ed.
The Land and Economy of Appalachia. Proceedings from the 1986 Conference on Appalachia (Lexington, Kentucky, October 30-31, 1986).
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- 87
AVAILABLE FROM- Appalachian Center, 641 S. Limestone, University of Kentucky, Lexington, KY 40506-0333 ($12.00 postpaid).
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Action; *Developmental Programs; Economic Development; *Economic Factors; Low Income Counties; *Poverty Areas; Regional Characteristics; Rural Areas; Rural Economics
IDENTIFIERS- *Appalachia

The 15 papers presented in this conference report explore changes in Appalachian mountain life over the preceding three decades; the persistence of old problems, economic and cultural; and alternative paths for the future. Opening remarks by Wendell Berry focus on the value of community and on the survival of a community in an externally controlled economy. Other participants describe the persistent relationships between "bad economics" and bad local politics, the demise of the mountain farm, the crisis in the coal industry, the feminization of poverty, environmental assaults on national forest lands, and the decline of organized labor in Appalachia. Some papers propose alternative development strategies for Appalachia based on the concept of a sustainable society and on deliberate developmental efforts, reshaping economic development to overcome geographic determinism, particularly with community efforts. One paper considers the role of the local liberal arts college as a resource for progress through rural adult education; another profiles the Appalachian economy and places it in the national context. In his introduction, Ronald D. Eller comments that the current Appalachian economic crisis may foreshadow the permanent "Appalachianizing" of other regions of America as well. Contributors include Wendell Berry, Karen Armstrong-Cummings, Salim Kublawi, Cynthia Duncan, Ben Poage, Curtis Seltzer, John G. McNutt, Guy L. Osborne, Michael V. Carter, Arthur C. Butler, Richard A. Couto, Ann R. Tickamyer, Joe Szakos, Albert J. Fritsch, Michael J. McDonald, Bruce Wheeler, Raymond S. Ferell, and John Calhoun Wells. (DHP)

ED 312 144 SE 050 914

Marshall, Marie E.
Newsday in Education Science Education Series.
Newsday, Melville, NY.
PUB DATE- 86
AVAILABLE FROM- Newsday in Education, 235 Pinelawn Road, Melville, NY 11747 ($7.00).
NOTE- 56p.; Several pages with photographs and small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Newspapers; Reading Materials; *Science Activities; Science Education; *Science Materials; Science Projects; *Scientific Literacy; Secondary Education; *Secondary School Science
The newspaper has been a ready source of current information, not only on technology and research, but also on science-related social issues. This program has been prepared to help the teacher use newspapers effectively and with minimum preparation time. A glossary and hints for implementation are included. Part 1 provides 10 activities from science-related newspaper reports and editorials. Part 2 presents 13 activities including making a cartoon, a poster, and a weather page. The activities require skills such as identification, interpretation, analysis, analytical reading, and questioning. In each activity sample newspaper articles and questions for the activity are provided. (YP)

ED 312 160 SE 051 014

Grade 9 Achievement Test: Science. June 1989 = 9e annee test de rendement: Sciences. Juin 1989.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 89
NOTE- 79p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Foreign Countries; *Grade 9; Junior High Schools; Problem Sets; Science Education; Science Materials; Science Tests; *Secondary School Science; *Test Items
IDENTIFIERS- *Alberta; *Science Achievement
This science test was intended for administration during June, 1989. It contains 75 multiple-choice questions. Ninety minutes are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (YP)

ED 312 205 SO 020 332

Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion. A World Bank Policy Study.
World Bank, Washington, D. C.
PUB DATE- 88
AVAILABLE FROM- World Bank Publications, 1818 H. Street N.W., Washington, DC 20433 ($12.95).
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Education; *Educational Economics; Educational Finance; *Educational Improvement; *Educational Planning Educational Policy; *Educational Quality; Elementary Secondary Education; Financial Support; Foreign Countries; International Programs; Postsecondary Education
IDENTIFIERS- *Africa (Sub Sahara); Foreign Aid

Only an educated people can command the skills necessary for sustainable economic growth and for a better quality of life. Recognizing this, African governments have placed heavy emphasis on expanding educational opportunities. Even so, education in Sub-Saharan Africa is in crisis. Rapid population growth has resulted in more children than ever seeking places in schools already pressed for resources because of the financial crises of the 1980s. Already, many Sub-Saharan African countries allocate over 20 percent of the government budget to education. Further increases would cut too deeply into other pressing demands for public funds. African countries will need to strike a balance between demands for education and the scarcit of resources, and they will need to develop country-specific, comprehensive, and internally consistent sets of policies along three dimensions: (1) adjustment to current demographic and fiscal realities (2) revitalization of the existing educational infrastructure to restore quality, and (3) selective expansion to meet further demands. The analysis and recommendations contained in this study should contribute to this educational planning process, as the study attempts to diagnose the problems of erosion of quality and recent stagnation enrollment and to offer a set of policy responses commensurate with th severity of these problems. A framework is presented within which countries may formulate strategies tailored to their own needs and circumstances. Numerous tables, graphs, and maps are included. (JB)

ED 312 286 TM 014 039

State Summary Grade 11: Spring 1989 High School Proficiency Test, New Jersey Statewide Testing System.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 88p.; For related documents, see TM 014 038 and TM 014 040.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grade 11; Graduation Requirements; High Schools; High School Students; Mathematics Achievement; *Mathematics Tests; Reading Achievement; *Reading Tests; Socioeconomic Status; *State Programs; Statistical Data; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- *New Jersey High School Proficiency Test; Writing Achievement

Results for grade 11 are presented for the New Jersey High School Proficiency Test (HSPT) administered on April 11-13, 1989. The HSPT is a requirement for a New Jersey high school diploma. Data are provided for 3,018 11th graders who took the HSPT for the first time or who did not pass one or more parts when they first took the test in grade 9. After 23 preliminary data tables, 35 pages of tables summarize student performance data in reading, mathematics, and writing. Results are presented by District Factor Group (DFG), urban district, and Regional Curriculum Services unit. District-by-district and school-by-school results are grouped by DFG. The DFG is an indicator of the socioeconomic status of the students in each school district. Scores in this report exclude the scores of special education students, limited-English-proficient students, and those whose answer folders were voided. Overall, 81.9% of the 951 11th graders who completed the reading section passed it; 53.0% of the 2,366 11th graders who completed the mathematics section passed it; and 66.0% of the 1,313 11th graders who completed both the essay and multiple-choice components of the writing section passed it. (SLD)

ED 312 316 TM 014 123

Rohs, F. Richard; Howell, James T.
Evaluating Listening Skills of Extension Staff.
PUB DATE- Oct 89
NOTE- 12p.; Paper prepared for the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; Educational Assessment; *Evaluation Methods; *Extension Agents; Extension Education; Home Economics Education; *Interpersonal Competence; Listening Comprehension Tests; *Listening Skills; Personnel Evaluation; Pretests Posttests; *Professional Training; Program Effectiveness; Test Use
IDENTIFIERS- Georgia Cooperative Extension Service; *Interpersonal Skills Training Program
The listening skills component of the Interpersonal Skills Training Program for staff of the University of Georgia Cooperative Extension Service was evaluated. Such services can help individuals and client families explore alternatives and develop resources for coping with crises. An instrument developed by J. E. Jones and L. Mohr (1986) was used to measure the listening skills of 150 county and state extension staff before and after the 3-day training program. The listening test consists of responses to taped statements that would reveal how accurately respondents had understood the statement's intended meaning. Pretest scores indicated that extension staff did not generally have adequate listening skills. The 30-item posttest indicated that extension personnel improved significantly in listening ability, with the greatest increases in the scores of males and those working in agriculture rather than home economics. No significant relationship was found between educational level and posttest scores. In addition, listening skills improved more for some geographic areas than for other areas, perhaps a reflection of higher personal contact in some areas. (SLD)

ED 312 098 RC 017 217

Churchill, Ward, Ed.
Critical Issues in Native North America. IWGIA Document No. 62.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).
PUB DATE- 89
AVAILABLE FROM- International Secretariat of IWGIA, Fiolstraede 10, DK-1171 Copenhagen K, Denmark ($22.00 annual subscription of 4 numbers; may also be purchased separately).
NOTE- 221p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Alaska Natives; *American Indian History; American Indian Reservations; American Indians; Canada Natives; *Court Litigation; *Federal Indian Relationship; Indigenous Populations; Legal Problems; North American History; *Tribal Sovereignty; Tribes
IDENTIFIERS- Exploitation; Land Claims; *Native Americans; *North America

This collection of articles compares the problems and issues facing indigenous nations within the United States and Canada and examines forms of native resistance. Glenn T. Morris and M. Annette Jaimes summarize the evolution of the "legal status" of indigenous nations under U.S. law and examine how U.S. legal definitions undermine indigenous sovereignty and allow massive expropriations of Indian lands. This legal and conceptual groundwork is drawn upon by Ward Churchill, Winona LaDuke, Bernard Nietschmann, and William Lebon in case studies of the Black Hills land claim by the Lakota Nation (Western Sioux), the White Earth Anishinabe (Chippewa) land claim in Minnesota, the nuclearization of the Western Shoshone Nation in the Great Basin region, and the "Go Road" Supreme Court decision allowing logging access road through traditional Yurok, Karok, and Tolawa religious sites on federal land. Jim Vander Wall describes the current situation of Leonard Peltier, an indigenous activist imprisoned by the U.S. government. Sharon H. Venne examines indigenous status under Canadian law. Three other articles on Canada natives (by Jim Harding, staff of the Dam the Dams Project, and Ward Churchill) describe the effects of (1) uranium mining in northern Saskatchewan (2) hydroelectric projects in northern Canada, and (3) colonial exploitation of the Lubicon Lake Cree. Dalee Sambo reports on critical issues in the Arctic, as seen by the Inuit Circumpolar Conference. This publication also contains a poem by Bobby Gene Garcia, a statement by John Trudell at the Black Hills International Survival Gathering, a ma of indigenous North America, and profiles of contributors. (SV)

ED 312 177 SO 020 261

Hoover, Elizabeth
Oral History in Secondary Social Studies.
PUB DATE- Jul 89
NOTE- 26p.; Research Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Class Activities; Ethnic Groups; Field Studies; High Schools; *History Instruction; *Instructional Improvement; Instructional Innovation; Interviews; Learning Activities; *Oral History; *Required Courses; Secondary Education; Social History; Social Studies; Student Attitudes; Student Motivation
Oral history has not been widely used in required high school history courses. Time, money, transcribing interviews, lack of teaching manuals and the difficulties in evaluating students were cited as problems associated with using oral history as an instructional tool. Yet oral history projects do not have to be major productions to be successful. Research indicates that oral history may result in greater cognitive gain than traditional methods of teaching. Students are motivated and gain confidence by working on oral history projects. Those previously not interested in history find the subject exciting and meaningful after participating in an oral history project. Using oral history not only includes minorities, but alleviates prejudice against them by exposing students to a greater number of positive minority role models. A 29-item annotated bibliography about oral history and its use in the classroom forms the core of the paper, which concludes with six recommendations concerning research and teacher training in the area of oral history as well as the use of that technique in the classroom. (JB)

ED 312 191 SO 020 281

Social Studies: Program 3. Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 88
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Concept Teaching; Cultural Pluralism; Elementary Education; Elementary School Curriculum; Grade 3; Learning Activities; *Multicultural Education; Resource Materials *Social Studies; State Curriculum Guides
IDENTIFIERS- *New York

The New York State Social Studies Program's goals focus on skills, content, and concepts. Content refers to historic, geographic, economi political, and social information taught. Multicultural content is designed to build constructive attitudes toward diversity in society. The skills that are considered important are: (1) gathering informatio (2) using information, (3) presenting information, (4) participating in interpersonal and group relations, and (5) self-management. The concepts appropriate for grades K-6 are: (1) change, (2) citizenship, (3) culture, (4) empathy, (5) environment, (6) identity, (7) interdependence, (8) nation-state, (9) scarcity, and (10) technology. This curriculum guide for grade 3 is in two parts. The teacher's notebook section elaborates on the key features of the program and suggests relevant classroom applications. The syllabus section consist of 25 units. Each unit is divided as to the concepts to be taught, the social content understandings to be achieved, possible activities, possible skills or attitudes to be developed, suggestions for evaluating the success of the unit, and print and nonprint resources that might be useful when preparing and presenting the unit. An appendix discusses the needs of students with handicapping conditions and lists strategies for modifying instructional techniques and materials to meet those needs. (JB)

ED 312 238 SP 031 570

Teacher/Parent Partnerships Handbook.
IMPACT II--The Teachers Network, New York, NY.
PUB DATE- May 89
AVAILABLE FROM- Impact II, P.O. Box 577, Canal Street Station, New York NY 10013-0577 ($9.50).
NOTE- 69p.; Prepared with the support of the NYNEX Foundation.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Secondary Education; Homework; *Interpersonal Communication; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *School Community Relationship; Teacher Attitudes
IDENTIFIERS- *Impact II Project

This book offers guidelines, strategies, and advice for both teachers and parents on improving parent-teacher partnerships. The following topics are discussed: (1) setting goals for parent involvement; (2) communicating with parents; (3) organizing and scheduling techniques for teachers and parents; (4) homework--a teacher, student, parent cooperative plan; (5) integrating the school into the community and involving parents in the schools; (6) resources for teachers and parents; and (7) developing partnerships with parents with special needs. (JD)

ED 312 272 TM 013 983

Testing Code of Ethics for North Carolina Testing Personnel, Teachers and School Administrators.
North Carolina State Dept. of Public Instruction, Raleigh. Research and Testing Services.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Codes of Ethics; Confidentiality; Elementary Secondary Education; Ethics; Scoring; Standardized Tests; *State Programs; *Teacher Responsibility; Test Coaching; Testing Problems; *Testing Programs; Test Interpretation
IDENTIFIERS- *North Carolina Statewide Testing Program; Test Security

General testing guidelines for experienced and new testing personnel, teachers, and school administrators are presented. The Testing Code of Ethics is intended to enhance the awareness of school personnel regarding proper testing procedures and to emphasize the unrelenting attention necessary to provide accurate test data for decision making. Aspects of the North Carolina Statewide Testing Program that are essential to fulfilling the testing mandate are: test security; test administration; scoring; reporting; and interpreting results. Specific points are discussed in each of these areas. It is crucial that teachers and administrators adhere to certain standards in fulfilling testing responsibilities. These recommended practices include: (1) being factual in discussing standardized tests; (2) fulfilling the requirements of the standard curriculum, and not focusing solely on preparing students for standardized testing; (3) encouraging students to do their best and not to worry about not knowing the answer to a test question; (4) informing students about characteristics of norm-referenced and criterion-referenced tests; (5) making students aware of tests and the material they cover without coaching on specific content; (6) avoiding the use of pressure or threats in presenting tests to students; (7) not attempting to raise test scores by excluding low-scoring students or groups of students from testing; (8) not using scores on standardized tests as a sole determinant of whether a student is retained or promoted; (9) considering weaknesses revealed by tests in curriculum planning; (10) using and interpreting tests correctly; and (11) limiting access to test results to those occasions when parents and guardians have a strong need, in which case, tests may be examined in the presence of a school representative. (SLD)

ED 312 302 TM 014 084

Fetler, Mark
A Method for the Construction of Differentiated School Norms.
PUB DATE- 20 Oct 89
NOTE- 18p.; Paper originally presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Grade 8; Grade 12; *Local Norms; Performance; Public Schools; Reading Achievement; Reading Tests; School Demography; *School Effectiveness; Science Tests; Secondary Education; *Secondary School Students; *Socioeconomic Status; State Norms; Statistical Analysis
IDENTIFIERS- California Achievement Tests; *Differentiated School Norms
Empirical norms are a traditional and accepted tool for reporting performance. Other methods (e.g., statistical regression) are used more often in a research context to make conditional statements about performance given a certain demographic context. This paper illustrates a method for the construction of differentiated school norms and the computation of percentiles on the basis of demographic background factors. These differentiated norms facilitate reports of performance that take into account demographic conditions that are beyond the control of schools. With this approach each school is located at the median of its own norm group with regard to an index of socioeconomic status. The computation of percentiles is illustrated with science achievement test scores for all eighth-grade students in 1,573 public schools in California. The effects of varying the size of the norm group are illustrated with reading achievement test scores for all 12th-grade students in 797 public high schools in California. The computing and reporting of differentiated norms are complex and may be difficult to communicate to general audiences. Local authorities in California, however, have reported few difficulties so far in communicating the concept of differentiated norms. Two tables and one figure illustrate the study data. (Author/SLD)

ED 312 330 UD 027 023

Pallas, Aaron M.; And Others
Who Falls Behind: Defining the "At-Risk" Population--Current Dimensions and Future Trends.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988); excerpted from "In Our Lifetime: Schooling and the Disadvantaged" (Teachers College Press) prepared with the support of the Committee for Economic Development.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Role; *Definitions; *Demography; Economically Disadvantaged; *Educationally Disadvantaged; Family Influence; *High Risk Students; Labeling (of Persons); *Learning Experience; Limited English Speaking; Minority Groups; School Role; Socioeconomic Influences

Using recent research on the causes of educational disadvantage in order to arrive at a working definition of educationally disadvantaged children, this paper considers the educational experiences of children at home, in the community, and at school. Thus, families and communities may be viewed as educationally deficient without necessarily being socially deficient. The reasons that they don't provide educational stimulation may be cultural or economic. Children may remain disadvantaged even though they attend school because they live in an environment that is unable to provide them with the additional learning experiences that other homes and communities routinely provide, or because they fail to receive appropriate formal education at the school. The following four key indicators of educational disadvantage are identified: (1) racial/ethnic group, with Black and Hispanic students generally performing more poorly than Whites in schools; (2) family structure, with poorly performing students usually coming from poor and/or single parent homes; (3) mother's characteristics, with students whose mothers are better educated performing better than students whose mothers are undereducated; and (4) primary language, with limited English proficient students more likely to have academic difficulty and to drop out. The educationally disadvantaged are located primarily in central cities, rural areas, the South, and the Southwest, with different risk factors predominant in different areas. Between 10 and 25 percent of children 17 years old and under can be categorized as disadvantaged currently, and both the number and percentage are expected to increase substantially in the next half century. To meet the needs of these students, new, rather than simply additional, means of delivering educational services must be found. Statistical information is provided on six figures and a list of 100 references is included. (WS)

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ED 312 358 UD 027 099

Poverty Rate and Household Income Stagnate as Rich-Poor Gap Hits Post War High.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- 20 Oct 89
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advantaged; *Census Figures; Demography; *Economically Disadvantaged; *Economic Factors; Economic Progress; Family Income; Federal Aid; *Income; Lower Class; Middle Class; *Poverty; Upper Class
IDENTIFIERS- *Income Distribution

This study analyzes Census data which indicate the following U.S. poverty trends for 1988: (1) the gap between rich and poor is wider than at any point in the post World War II era; (2) the poverty rate showed no improvement and remains higher than the most severe recession years of the 1970s; (3) the share of the national family income going to the middle fifth of families was the lowest ever recorded; (4) per capita income rose due to the continued surge of income for wealthy households; (5) median household income remained stagnant for the second consecutive year; and (6) the income of the average poor family fell $4,851 below the poverty line. The data indicate that the following factors are responsible for the poverty trends: (1) economic factors; (2) cuts in government benefit programs; and (3) demographic shifts. The possibility of using an alternative poverty line set by the Census at $855 lower than the official poverty line is discussed. Four graphs and one table are included. (JS)

ED 312 256 SP 031 628

Fisher, Joan; And Others
Establishing and Operating a School/University Staff Development Cooperative.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Staff Development Conference of the National Council of States on In-Service Education (New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Planning; Elementary Secondary Education; *Governance; Higher Education; Inservice Education; *Regional Cooperation; *Resource Allocation; *Staff Development
IDENTIFIERS- *North West Oklahoma Inservice Cooperative
The state of Oklahoma requires schools to provide a staff development program which must include a minimum of 75 staff development points in a 5-year period for all licensed and certified personnel. To meet these requirements, one or more of the following activities may be used to obtain credit points: inservice programs, higher education courses, or other alternative means of education. Each local school district board is required to establish a staff development committee comprised of teachers, administrators, and parents. This committee establishes a plan which determines local policy regarding acceptable activities, points per activity, and minimum accumulated points per year. This plan must be submitted to the State Department of Education each year for approval. A description is given of the organizational structure and activities of the North West Oklahoma In-service Cooperative (NWOIC) which provides assistance to NWOIC member schools in writing their staff development plans. (JD)

ED 312 053 PS 018 304

Bohren, Judy M.; Vlahov, Eric
Comparison of Motor Development in Preschool Children.
PUB DATE- Jul 89
NOTE- 19p.; Paper presented at the International Conference on Early Education and Development (21st, Hong Kong, July 31-August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Day Care; *Motor Development; *Movement Education; *Play; *Preschool Children; Preschool Education; Sex Differences
IDENTIFIERS- *Program Characteristics
This study investigated the gross motor development of children at two day care centers, one with a movement-oriented physical education program and the other with an unstructured free play period. Also studied were the biological factors of age and sex. A total of 146 children were tested during a 3-year period. During the last two years, children at two other centers were tested as a control group. Subjects were given the Test of Gross Motor Development. A motor quotient indicating level of motor ability was derived from locomotor and object control subtests. Findings suggested that: (1) preschool-age children benefit from physical education regardless of teaching styles or curriculum used; (2) the movement-oriented approach produces better results on a motor development test and is an appropriate method of teaching preschool-age children; and (3) there are sex-specific differences in motor skill development at a very early age in both object control and locomotor skills. (RH)

ED 312 068 PS 018 345

Quality, Compensation, & Affordability in Early Childhood Programs: An Action Kit.
National Association for the Education of Young Children, Washington, D.C.
PUB DATE- 88
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (Publication No. 736, $10.00).
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Advocacy; *Costs; Demography; Early Childhood Education; *Educational Quality; Labor Turnover; *Lobbying; Media Selection; *Teacher Recruitment; *Teacher Salaries; *Workshops

This packet is designed to provide strategies and suggestions for raising awareness and taking action on issues related to quality, compensation, and affordability in early childhood programs. Specific materials are designed for early childhood personnel, parents, civic and volunteer organizations, media, and policymakers. However, many of the strategies listed for one group are applicable to others. Contents include: (1) suggested workshop outlines for various audiences; (2) tips for raising the indicated issues with legislators and other policy makers; (3) tips for working with the media and a sample press release; (4) suggestions for strategies others have used to successfully address the problem of low salaries; (5) a brochure describing the crisis in recruiting and retaining qualified early childhood staff; and (6) a list of resources for further information. Supplementary materials include a "feedback sheet"; an order form listing books, kits, brochures, and videos; a brochure on a book dealing with the problems of recruiting and retaining early childhood staff and similar material from the Child Care Employee Project. (RH)

ED 312 161 SE 051 015

Grade 12 Diploma Examination: Physics 30. June 1989 = Examen en vue du diplome douzieme annee: Physique 30. Juin 1989.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 89
NOTE- 63p.; For January 1989 examination see ED 306 110.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Foreign Countries; *Grade 12; High Schools; *Physics; Problem Sets; Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta
Physics 30 is a 12th-grade scince course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during June 1989, it contains 49 multiple-choice questions and 4 written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (YP)

ED 312 009 JC 890 518

Burkhalter, Bettye B., Ed.; Buford, James A., Jr., Ed.
Performance Appraisal: Concepts and Techniques for Postsecondary Education.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, 80 South Early Street, Alexandria, VA 22304 ($12.50; $9.50, members).
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; *College Faculty; Compliance (Legal); Evaluation Criteria; *Evaluation Methods; *Legal Problems; *Personnel Evaluation; Postsecondary Education; *Teacher Evaluation
Designed primarily as a functional tool and reference book for administrators, this book provides a collection of essays covering various aspects of the performance appraisal of college faculty, administrators, and support staff. The booklet presents practical information on the key concepts, theories, practices, and legal constraints in performance appraisal. The collection contains: (1) "Performance Appraisal: An Overview," by Bettye B. Burkhalter; (2) "Legal Aspects of Performance Appraisal," by James A. Buford, Jr.; (3) "Considerations in Selecting a Performance Appraisal Technique," by James A. Buford; (4) "Development of Performance Appraisal and Accompanying Criteria," by Edith A. Miller; (5) "Communication Factors in Performance Appraisal," by Mark E. Meadows; (6) "Minimizing Rater Errors in Observing and Appraising Performance," by William I. Sauser, Jr.; (7) "A President's Perspective: A Rationale and a Strategy for Building a Performance Appraisal Program," by Richard J. Federinko; and (8) "Characteristics of an Effective and Legally Defensible System for Postsecondary Education," by Burkhalter and Buford. Appendixes contain examples of performance appraisal forms designed for a number of purposes within the Alabama college system and a checklist of legal requirements. (AYC)

ED 312 023 JC 890 533

Paquette, William
Internationalizing the American History Curriculum.
PUB DATE- 10 Nov 89
NOTE- 21p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; Community Colleges; Course Content; *Curriculum Enrichment; Faculty Development; *History Instruction; *International Studies; *Multicultural Education; Program Descriptions; Teacher Developed Materials; Two Year Colleges; *United States History
IDENTIFIERS- *Tidewater Community College VA
New programs promoting global or international education have been started all over the country. At Tidewater Community College (TCC) in Virginia, efforts to add an international dimension to the curriculum began in 1988, when 20 faculty members from the disciplines of psychology, sociology, economics, mathematics, history, English, and business were participants in a series of lectures on the culture, history, politics, and economics of China and Japan. One of the goals of the lecture series was to infuse an international dimension into as many existing courses as possible across all disciplines. Each faculty member developed one international learning unit for at least one class during the 1988-89 academic year. One participant developed six units for incorporation into a two-semester American History course. The units covered: (1) the age of exploration, focusing on the Aztec and Mayan peoples; (2) the settlement of the West, including information on the Plains Indians; (3) slavery and the Antebellum South, including an examination of the cultures of West Africa; (4) U.S. imperialism, including study of China; (5) the interwar period of 1920 to 1939, including information on Japan; and (6) the post-Watergate period, including an examination of Islamic nations. Instruction involved readings in the text and other supplementary sources, map exercises, films and/or videotapes, guest speakers, and class discussions. In addition, the instructor prepared "perspective sheets" listing some of the traditional values held by the culture under consideration during the time period covered in the unit. The paper provides sample "perspective sheets" on Chinese and Japanese culture and 45 references. (AYC)

ED 312 037 PS 018 230

Tate, Carol Satterfield; Warren, Amye R.
The Effects of Adult's Coaching on Children's Williness To Provide False Reports.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Credibility; *Individual Characteristics; *Lying *Young Children
IDENTIFIERS- *Coaching; *Willingness
This study examined the extent to which children are willing to be coached into giving false descriptions of events and children's abilit to provide such coached descriptions. Participants were 37 children from 3 years and 7 months to 7 years and 1 month of age. When children were urged to trick a "friend" of the experimenter, 1 child refused, 5 hesitated and then agreed, and 14 agreed immediately. Only 11 of the 1 actually carried through with the plan. Younger and older children appeared equally willing to go along with the trick, and were equally likely to spontaneously confess or to resist interrogation. Age differences began to emerge, however, when the quality of attempts to deceive was inspected. Results suggest that children can be coached into providing false statements, but the coaching is not easy and does not work very well, and its effects do not last very long for most children. (RH)

ED 312 084 PS 018 370

Cummings, William K.
Low-Cost Primary Education: Implementing an Innovation in Six Nations.
International Development Research Centre, Ottawa (Ontario).
PUB DATE- 86
AVAILABLE FROM- International Development Research Centre, P.O. Box 8500, Ottawa, Ontario, Canada K1G 3H9 ($12.00 Canadian).
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Comparative Analysis; *Cost Effectiveness; *Delivery Systems; *Developing Nations; Educational History; Educational Innovation; Foreign Countries; *Primary Education; *Programed Instruction; *Program Implementation
IDENTIFIERS- Bangladesh; Deschooling; *IMPACT Diffusion; Indonesia; Jamaica; Liberia; Malaysia; Philippines; Program Characteristics
The concept of Instructional Management by Parents, Community, and Teachers (IMPACT) was developed by the Regional Centre for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO) in an effort to reverse trends toward increased costs and decreased student achievement in schooling in developing countries. In Southeast Asia, educators proposed to replace conventional educational components with programed instruction and learning, student and community volunteers, and instructional supervisors. In the comprehensive overview provided in this document, the history of the concept is examined by means of case studies of the implementation of the Philippines' IMPACT, Indonesia's PAMONG, Malaysia's InSPIRE, Jamaica's PRIMER, Liberia's IEL, and Bangladesh's IMPACT projects. National differences in degree of diffusion were shown to be related to the soundness of arguments presented on IMPACT's behalf, project organization, readiness for reform of the educational bureaucracy, consistency of leadership, and identification of an educational need that IMPACT could fill better than other groups. The document also traces the role of international organizations and associated individuals in promoting IMPACT, reviews related research, identifies site differences affecting implementation, and discusses 26 lessons derived from the case studies. References include 100 citations. (RH)

ED 312 127 SE 050 894

Mathematics: Grades 1 and 2 Assessment.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Feb 89
NOTE- 165p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; *Elementary School Mathematics; *Evaluation Criteria; *Evaluation Methods; Grade 1; Grade 2; Mathematical Concepts; *Mathematics Materials; Mathematics Skills; *Mathematics Tests; Primary Education
IDENTIFIERS- National Council of Teachers of Mathematics; *North Carolina

This document is the result of an extensive effort to design an assessment program in communication skills and mathematics for first and second graders. It contains resource materials and instruments that school systems can use in their assessment programs. The resource materials include strategies for teachers to use in evaluating student performance on different curriculum goals. The first section provides an overview of mathematics assessment including beliefs, implementation and curriculum integration. The next two sections describe assessment strategies for seven competency goals for grades one and two respectively. The appendices include: (1) "Grade 1: Competency Goals and Objectives"; (2) "Grade 2: Competency Goals and Objectives"; (3) "Sample Profile, Grade 1"; (4) "Sample Profile, Grade 2"; (5) "Assumptions from NCTM 'Standards'"; (6) "K-4 NCTM 'Standards'"; (7) "NCSM Essential Mathematics"; and (8) "Mathematics Division Staff." (YP)

ED 312 145 SE 050 915

Kloosterman, Peter; And Others
Mathematics for the 21st Century: Preparing Elementary Teachers. Final Report to the Indiana Department of Education.
Indiana Univ., Bloomington. Mathematics Education Development Center.
PUB DATE- 1 Oct 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Higher Education; *Inservice Teacher Education; Mathematics Education; *Mathematics Skills; *Mathematics Teachers; Problem Solving; *Teacher Workshops
A number of recent reports have called for increased teaching of "problem solving" and "critical thinking," particularly at the elementary level. This paper provides descriptive and evaluative data on a 9-month inservice program in mathematics for 89 elementary school teachers and 6 elementary school principals from 22 different schools. The primary delivery system for the project was six 4-hour workshops by nationally known experts in elementary mathematics education. Topics for the workshops included cooperative learning, teaching problem solving, use of manipulatives, teaching basic skills, and teaching estimation skills. There was extensive interaction and follow-up with the 24 teachers at one elementary school while follow-up at other schools was limited. In addition to documenting the effectiveness of the program, this report is intended as a "how to" guide for school personnel interested in carrying out a similar inservice workshop series. Major sections included are: (1) "Background"; (2) "Need for the Project"; (3) "Overview of the Project"; (4) "Project Objectives"; (5) "Project Activities"; (6) "Project Evaluation"; and (7) "Budget Summary." Appendices include: "Description of the National Science Foundation Project Currently Under Way at the Mathematics Education Development Center"; "Workshop Series Brochure"; and "Evaluation Instruments." (Author/YP)

ED 312 222 SP 031 518

Sears, James T.

Personal Feelings and Professional Attitudes of Prospective Teachers toward Homosexuality and Homosexual Students: Research Findings and Curriculum Recommendations.

PUB DATE- 89
NOTE- 71p.; Revision of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Education Majors; Higher Education; *Homosexuality; Preservice Teacher Education; Role Models; Secondary Education; Sex Discrimination; Sexual Harassment; *Social Bias; *Student Attitudes; Teacher Attitudes

This paper addresses five specific questions: (1) What are the attitudes and feelings of preservice teachers toward homosexuality? (2) How do these compare with other samples of professional and student groups? (3) What contact have preservice teachers had with lesbians and gay men? (4) What are preservice teachers' views of their professional responsibilities in working with lesbian and gay youth? and (5) How do responses to these questions vary according to race, gender, area of certification, and point of professional study? In addressing these questions, this paper is divided into two sections: quantitative analysis of preservice teachers' attitudes and feelings regarding homosexuality; and, a conceptual analysis of the dilemma of homosexual students/educators and the responsibilities which educators have in addressing their needs and and in integrating the topic of homosexuality into the curriculum. (Author)

ED 312 239 SP 031 572

O'Loughlin, Michael
Reconceputalizing Educational Psychology To Facilitate Teacher Empowerment and Critical Reflection.
PUB DATE- Oct 88
NOTE- 48p.; Paper presented at the Annual Meeting of the Midwestern Association for Teachers of Educational Psychology (Bloomington, IN, October, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Discussion (Teaching Technique); *Educational Psychology; Higher Education; *Intellectual Development; Preservice Teacher Education; Teacher Attitudes; Teacher Education Programs; *Teaching Methods
This paper discusses teaching psychological foundations courses to undergraduate preservice teachers. It is argued that the current approach to pedagogy in this area is ineffective because it does not take account of the fact that most prospective teachers, after years of acting as participant observers of the acts of teaching and learning, have implicit and limiting assumptions about the nature of teaching and learning. There is considerable evidence to suggest that the way courses such as educational psychology typically are taught actually serves to reinforce and confirm the narrow, unexamined and often mythical assumptions preservice students hold. The primary focus of this paper is on a critical pedagogy that is developmentally appropriate, provides optimal facilitation of further cognitive and epistemological development, and that takes as its starting point preservice teachers' existing conceptions of knowing, learning and teaching. Among the instructional techniques used in this form of pedagogy are class participation, journal writing, formal writing for a variety of audiences, and the extensive use of large and small group discussions. Syllabi of several courses in educational psychology are appended. (JD)

ED 312 287 TM 014 040

State Summary Grade 11: Spring 1989 High School Proficiency Test, New Jersey Statewide Testing System.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 68p.; For related documents, see TM 014 038-040.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grade 12; Graduation Requirements; High Schools; High School Seniors; Mathematics Achievement; *Mathematics Tests; Reading Achievement; *Reading Tests; Socioeconomic Status; *State Programs; Statistical Data; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- *New Jersey High School Proficiency Test; Writing Achievement

Results for grade 12 are represented for the April 11-13, 1989 administration of the New Jersey High School Proficiency Test (HSPT), a requirement for high school graduation for New Jersey students. The test is initially given in grade 9. Data are provided for 762 12th-grade students who were taking the test for the first time or were repeating the test because of previous failure. After 23 preliminary data tables, 25 pages of tables present results for reading, mathematics, and writing by District Factor Group (DFG), urban district and Regional Curriculum Services Unit region. District-by-district and school-by-school results are grouped by DFG. The DFG is an indicator of the socioeconomic status of the students in each district. Scores exclude special education and limited English-proficient students and those whose answer folders were voided. Overall, 84.2% of the 215 12th graders who completed the reading section passed it; 53.6% of the 549 12th graders who completed the mathematics section passed it; and 67.0% of the 345 12th graders who completed both the essay and multiple-choice components of the writing section passed it. (SLD)

ED 312 317 TM 014 125

Ayers, Jerry B.
Assessing Professional Outcomes in Professional Settings: The Case of Teacher In-Service.
PUB DATE- Oct 89
NOTE- 6p.; Paper presented in part at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Inservice Teacher Education; *Outcomes of Education; Planning; *Professional Development; Program Development; *Program Evaluation; Program Implementation; Program Improvement; Summative Evaluation; Teacher Improvement; Teacher Workshops
The evaluation of teacher inservice education programs is discussed. Evaluation of an inservice program is aimed at answering questions about the program's effectiveness and providing a description of the impact the experience has on the participants. Curriculum evaluation should be concerned with four kinds of decisions: (1) planning; (2) programming (specification of the procedures, personnel, facilities, budget, and other resource requirements); (3) implementing; and (4) recycling. Overall, program evaluation is approached through formative evaluation and summative evaluation. Formative evaluation is the modification and improvement of a program through its development and implementation. Summative evaluation is an end-of-experience assessment of the relevant dimensions of the evaluation design. A follow-up evaluation can take different forms to give additional important information about a program. The key to a successful evaluation of inservice teacher education is having adequate resources and development of a system during initial planning for a workshop. A reference section lists several manuals and articles on workshop and institute evaluation. (SLD)

ED 312 344 UD 027 085

Transiency and Stability in the Los Angeles Unified School District 1983-1984. Publication No. 466.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Sep 85
NOTE- 61p.; For other reports in this series, see UD 027 084-087.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Enrollment Trends; High Schools; Junior High Schools; Magnet Schools; School Holding Power; *School Statistics; *Student Attrition; *Transfer Students; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report on transiency and stability in the Los Angeles Unified School District continues a series that has been augmented annually since 1968-69. Transiency refers to the adjusted numbers of entrants and leavers, expressed as a percentage (rate); stability refers to the student population that has remained in the school all year, expressed as a percentage (rate) of the starting enrollment. Information on the number of students who entered and left each month was gathered from all regular and magnet schools. Rankings were computed for elementary, secondary, and magnet schools, by administrative region and division, with a district summary. Transiency rates reported in this study cannot be directly compared to previous years because a new formula used to compute transiency for 1982-83 was further refined for this study. Also this report introduces a new formula to compute the stability rate, so rates reported cannot be directly compared to previous years' rates. Overall, the stability rate declined from 1978-79 to 1980-81, from 76.6 percent to 74.1 percent, with noteworthy improvements over the next 2 years. The overall transiency rate for 1983-84, 40.8 percent, can be used as a baseline for comparing future rates. Historical data are reported for 1968-1978 and 1978-1984. Statistical data are included on seven tables. (FMW)

ED 312 372 UD 027 163

Mincy, Ronald B.
Paradoxes in Black Economic Progress: Incomes, Families, and the Underclass. Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Feb 89
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW. Washington, DC 20037.
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Blacks; *Economically Disadvantaged; *Economic Change; Employment Patterns; Ghettos; *Lower Class; Low Income; One Parent Family; *Racial Bias; Salary Wage Differentials; Semiskilled Workers; Social Problems; Urban Environment; *Urban Problems
This paper is a product of the "Changing Domestic Priorities" project which has examined the shifts taking place in the nation's economic and social policies under the Reagan Administration and is now focusing on the major economic and social problems facing the nation over the coming decade. The following topics are discussed in this paper: (1) trends in black economic progress; (2) how these trends may have contributed to the development of an underclass; (3) new estimates of the size and growth of the underclass in a non-technical way; and (4) the implications of these trends for policies aimed at reducing some of the remaining disparities between blacks and whites and assisting the most severely disadvantaged blacks. Three tables, three figures, and 41 references are included. (JS)

ED 312 113 RC 017 239

Johnson, Frank H.
Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 89
AVAILABLE FROM- General Surveys and Analysis Branch, Elementary and Secondary Education Statistics Division, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, DC 20208-5651.
NOTE- 56p.; Paper presented at the American Educational Research Association Annual Meeting (March 31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Cluster Analysis; *Cluster Grouping; National Surveys; *Public Schools; Residential Patterns; Rural Schools; *School Demography; *School Location; School Statistics; *Statistical Surveys; Suburban Schools; Urban Schools
IDENTIFIERS- Common Core of Data Program; National Center for Education Statistics
This paper presents a classification system that assigns each of the 85,131 public elementary and secondary schools in the United States to one of seven locale settings. The seven mutually exclusive locale designations are: (1) large city; (2) mid-size city; (3) urban fringe of large city; (4) urban fringe of mid-size city; (5) large town; (6) small town; and (7) rural. The paper is presented in four parts. Part 1 provides an overview of the locale designations and their definitions. Results of the locale assignment process are presented by type of locale and state in table form. Part 2 analyzes the National Center for Education Statistics Common Core of Data Public School Universe by locale setting. Along with general observations about national school locales, states are clustered geographically and by wealth for school locale comparison. Part 3 is an appendix describing the methodology for assigning locale codes to the School Universe file. And Part 4 is an appendix containing tables of the results of the locale assignment. It is pointed out that code assignment is the first step in developing a uniform designation system and that several additional steps are planned or in progress to improve the designations. This paper contains nine tables. (Author/DHP)

ED 312 162 SE 051 016

Grade 12 Diploma Examination: Mathematics 30. June 1989 = Examen en vu
du diplome douzieme annee: Mathematiques 30. Juin 1989.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 89
NOTE- 53p.; For January 1989 examination see ED 306 107.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Algebra; Foreign Countries; *Grade 12; High Schools;
*Mathematics Achievement; Mathematics Education; Mathematics
Instruction; Mathematics Tests; Problem Sets; Problem Solving;
*Secondary School Mathematics; *Test Items; Trigonometry
IDENTIFIERS- *Alberta
Mathematics 30 is a 12th-grade mathematics course for students in
Alberta, Canada. This document is the final test for the course.
Intended for administration during June 1989, it contains 45
multiple-choice questions, 7 open-ended machine scorable questions, an
3 written-response questions. Two-and-one-half hours are allowed for
completing the test. No answer key is included since scoring is done b
the provincial education department. The test is provided in both
English and French. Formula sheets and work sheets are included. (CW)

ED 312 178 SO 020 263

Mayton, Dan
Value Priority Differences across Levels of Nuclear Threat Concern.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Anxiety; *Attitude Measures; High Schools; Intermediate Grades; Junior High Schools; *Nuclear Warfare; Opinions Statistical Analysis; *Student Attitudes; *Values
IDENTIFIERS- Rokeach Value Survey
Nuclear confrontation between the superpowers would clearly change the world in catastrophic ways. The purpose of this study was to identify differences in the value priorities of individuals who spontaneously expressed a concern about nuclear war and those who did not. A written questionnaire was administered to adolescents (N=5,435) from grades 6 through 12 in the rural inland northwest. This questionnaire included the Rokeach Value Survey (RVS) and the Spontaneous Concern about the Nuclear Threat Scale (SCANTS). A total of 24.3 percent of the adolescents expressed concern about nuclear war on the SCANTS while the remaining 75.7 percent did not. Using the Mann-Whitney U statistic, 10 of the 18 value priorities were found to significantly differentiate between the two groups. Adolescents who expressed concern about a nuclear war placed higher priorities on the social values of equality and world peace. Adolescents who did not express a concern about nuclear war placed higher priorities on the individual values of health, a comfortable life, self-respect, an exciting life, wisdom, mature love, pleasure, and inner harmony. The results are discussed in terms of belief system theory. One table and an 11-item bibliography are included. (JB)

ED 312 192 SO 020 285

Hyland, John
The Blessings of Liberty. Constitutional Teachers' Institute (1st, Los Angeles, California, August 2-15, 1987). Final Report.
California State Dept. of Education, Sacramento.
PUB DATE- 89
AVAILABLE FROM- Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00).
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *History Instruction; *Institutes (Training Programs); Instructional Development; Instructional Innovation; Professional Continuing Education; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *California; *United States Constitution
The two-week teacher-training institute that this report documents resulted from two interests: the curriculum reform movement in California public schools and the celebration of the Bicentennial of the United States Constitution. The goal of the institute was to train 45 selected elementary and high school teachers in the central documents of the founding of the United States and in the teaching of the U.S. Constitution. The institute aimed to help teachers become familiar with the arguments for constitutional democracy as they were understood by the Founding Fathers. They attended a daily seminar that focused on the study and analysis of the documents in which the history of the deliberations leading to the formation and adoption of the U.S. Constitution were recorded. The teachers met in small working groups to review teaching materials and to develop lesson plans dealing with various constitutional themes. Another activity of the institute was a presentation on the newly adopted History-Social Science Framework for California Public Schools by a panel composed of people instrumental in its development. A summary of this presentation is given. Also included are some comments and recommendations made by institute participants. Two appendices contain the names and addresses of the participants and an annotated list of 85 resources (books, periodicals, and associations and foundations). (JB)

ED 312 206 SO 020 333

Graves, Ginny, Ed.
Architivity: Union Station. An Interdisciplinary Guide to Kansas City's Most Monumental Landmark.
American Inst. of Architects., Kansas City, MO.
PUB DATE- 89
AVAILABLE FROM- American Institute of Architects, 104 West Ninth, Kansas City, MO 64105 ($15.00).
NOTE- 60p.; For related document, see SO 020 334.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Character; Architectural Education; *Architecture; Class Activities; Curriculum Enrichment; Elementary Education; Field Trips; Interdisciplinary Approach; Learning Activities; *Preservation; *Rail Transportation
IDENTIFIERS- Architectural Environment; Built Environments; Heritage Education; *Missouri (Kansas City)

The American Institute of Architects, locally and nationally, is active in supporting environmental education efforts in the schools. Because of its "endangered" status, Union Station in Kansas City, Missouri, was chosen by the Kansas City chapter as the second focus landmark in the their series. This interdisciplinary field guide serves as a prototype for guides on other landmarks as well. The specific activities in the book include: (1) a field trip guide with a variety of activities; (2) a Union Station board game; (3) economic decision making models; (4) a "Daily News" reprint with questions and answers; and (5) activities designed to develop advocacy for a quality built environment. Some of the activities included are cut-out models, a numbers game, a Union Station song, and architectural comparisons. A list of 28 related resources is given. (PPB)

ED 312 257 SP 031 634

Million, Steven K.
Maintaining Academic Integrity in the Midst of Educational Reform: An Alternative Certification Program.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (San Diego, CA, Novesber 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Elementary Secondary Education; Higher Education; *Nontraditional Education; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Alternative Teacher Certification; *Critical Needs Certification Program SC
A description is given of the Critical Needs Certification Program (CNCP), established in 1984 in South Carolina, which trains teachers in content areas experiencing critical teacher shortages. Under its provisions, college graduates with degrees in mathematics, science, library science, or foreign language begin teaching without the normally required education courses or student teaching. Accelerated teacher training is provided for individuals who have strong academic credentials. Because program participants must obtain a teaching position in an appropriate content area before they are trained, CNCP activities occur before, during and after the first year of teaching. Participants go through 2 years of supervised on-the-job training with a preservice 2-week institute. During the first 8 months of teaching, participants also attend monthly seminars where they work with teaching specialists to solve problems encountered on the job. Data is provided on several demographic characteristics of CNCP participants and some conclusions are drawn on the success of the program. (JD)

ED 312 273 TM 013 992

Wagner, Jon
Ethnographic Work and Educational Administration: Reframing Problematics of Educational Research and Practice.
PUB DATE- 5 Jun 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Educational Administration; Educational Anthropology; Educational Research; *Ethnography; Social Science Research; *Theory Practice Relationship
The problematic relationship between education research and improved practice in the schools is examined in terms of several parallels between the work of school ethnographers and educational administrators. Ethnography includes the perspectives and methods associated with anthropology and sociology through which researchers try to develop an understanding of: (1) how people live and work together; (2) the meanings these people perceive or construct in the activities they share; and (3) the practices by which they affirm, refine, or give life to such meaning. Educational administrators engage in many activities that parallel the activities of school ethnographers. The similarities in tasks include: (1) the dependence of both on knowledge about the culture and structure of schools; (2) the challenge of communicating private information to a larger public; and (3) the need for good ideas about the school in its community context. Although there are contrasts in practice and in structure between the work of administrators and ethnographers, these parallels suggest the value of ethnographic training for educational administrators. Reframing the assumption that research and practice are exclusive fields can promote interaction between researchers and administrators. A 45-item list of references is included. (SLD)

ED 312 303 TM 014 085

Fetler, Mark
School Dropout Rates, Academic Performance, Size, and Poverty: Correlates of Educational Reform.
PUB DATE- 20 Oct 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; Dropout Programs; *Dropout Rate; Dropouts; *Economically Disadvantaged; *Educational Change; Educational Improvement; Enrollment; High Risk Students; High Schools; Low Income Groups; Poverty; *Predictor Variables; Public Schools; School Effectiveness; *School Size
IDENTIFIERS- *California
Educational policy makers have questioned the effects of school reform on at-risk students and suggested that higher academic standards may be associated with greater numbers of dropouts. This study examines school average dropout rates for 2 consecutive years in conjunction with percent aid to families with dependent children (AFDC), total enrollment, academic achievement, and academic course enrollments for all of California's regular public high schools. The data reflect the 1985-86 and the 1986-87 school years. Most of the high schools involved contain grades 9 and above, but they may infrequently include grades 7 and 8 as well. Both percent AFDC and total enrollment were associated with higher dropout rates. Higher achievement was associated with lower dropout rates even after statistically controlling percent AFDC and total enrollment. The year-to-year stability of school dropout rates and their correlations with other study variables were assessed. The findings suggest that school effectiveness measures that result in higher achievement may also enhance the effectiveness of dropout treatment programs. Three tables and one figure present dropout information. (Author/SLD)

ED 312 359 UD 027 111

Koehler, Virginia Richardson
Teachers' Beliefs about At-Risk Students.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bias; *Educationally Disadvantaged; Elementary Education; Elementary School Students; Family Influence; *High Risk Students; *Labeling (of Persons); Minority Group Children; Socioeconomic Status; *Teacher Attitudes; *Teacher Behavior; *Teacher Expectations of Students; Urban Schools

This study, part of a larger ethnographic study of elementary students categorized as at-risk, attempts to determine whether the labelling of students affects teachers' expectations of, and behavior toward, at-risk students. The beliefs of a teacher sample of five women, three Hispanic and two Anglo, at two urban schools in the Southwest with large populations of minority and low-income students were assessed in two different ways. Teachers were asked first about the notions of "at-risk" in general, and then asked to identify and describe their at-risk students. The first set of questions was designed to elicit their "declared," or public beliefs; the second set was designed to elicit their more private beliefs by asking them to think of specific examples. Later in the year the teachers were asked if their concept of at-risk had changed and whether the students categorized as such still deserved the label. The major findings from analysis of the teachers' perceptions are the following: (1) their concept of at-risk was fluid, with the definition changing from a sociocultural perspective initially to one more focused on a student's ability to learn at the end of the term; (2) teachers' decisions to refer students to special education were based on expectations for academic performance and norms for appropriate classroom conduct rather than on the students' behavior; (3) teachers understood that at-risk status could be situation-specific, with the same student considered at-risk in one classroom but not in another; (4) they tended to blame students' parents and homelife for academic failure rather than the students' personal shortcomings or their own inability to teach effectively; and (5) they failed to see their own role in the creation of an environment and set of expectations that affected both the labelling of at-risk students and the students' behavior and that they themselves may limit the students' potential for academic achievement. The teachers' limited awareness of the problems of the social constructivist nature of their labelling can result in programs that deal with students' individual problems but fail to implement structural changes in classrooms and schools. Two tables and 30 references are appended. (WS)

ED 312 038 PS 018 231

Carmichael, Karla Delle
"Dial-R," "Motor-Free Visual Perception Test", and "Peabody Picture Vocabulary Test": Interpretation from a Kindergarten Screening.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Guidelines; Instructional Development; *Kindergarten; Preschool Teachers; Primary Education; *Screening Tests; *Test Interpretation; Test Manuals
IDENTIFIERS- *Developmental Indicators Assessment Learning Rev; *Motor Free Test of Visual Perception; Peabody Picture Vocabulary Test
The Developmental Indicators for the Assessment of Learning-Revised (Dial-R) Test, the Peabody Picture Vocabulary Test (PPVT), and the Motor-Free Visual Perception Test (MFVPT) were used for kindergarten screening in three rural schools in Texas. Teachers in the schools requested a handbook that would help them interpret test scores and plan instruction. For each subtest of the Dial-R, PPVT, and MFVPT, handbooks provided background information, informal definitions, notes on implications of children's difficulties, alternate interpretations of poor performance, notes on sex differences, references to related tests, specifications of subcomponents of test responses, and so forth. Teachers with no extensive knowledge of learning disabilities could gain an impression of children's strengths and weaknesses by looking at sections of the handbooks related to the test items that the children succeeded at or had difficulty with. A subtest comparison chart and a profile for defining students' weaknesses and strengths, and guidelines for use of the chart and profile, are provided. (RH)

ED 312 054 PS 018 305

Khammash, Salma B.
Secondary Education in Kuwait: The Dual System.
PUB DATE- 30 Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; Comparative Analysis; Educational Innovation; *Educational Objectives; *Educational Policy; Foreign Countries; Program Descriptions; *Secondary Education; *Secondary School Curriculum; *Student Evaluation; *Teaching Methods; Traditional Schools
IDENTIFIERS- *Kuwait

In Kuwait, there are currently two secondary school programs moving in parallel arrangements to serve the increasing number of secondary school students: the General Secondary School Certificate (GSSC), and the Unit Credit System (UCS). This paper compares and contrasts major characteristics of both programs in terms of program objectives and policies, curriculum, teaching methods, student evaluation, and preparation for university admission. It is maintained that both the traditional GSSC and the comparatively new UCS appear to be viable at present. Since both systems follow a planned curriculum from the curriculum department of the Kuwait Ministry of Education, the main differences in the program lie in the distinct and innovative objectives of the UCS. These objectives, which encompass course distribution, teaching methods, and student evaluation, are designed to allow teachers to tailor their teaching methods to suit the individual student's abilities, skills, tendencies, and potentials. Undoubtedly, the UCS is gaining momentum in the Kuwaiti society and educational system. Judgments about its comparative worth should be deferred. It is hoped that the information provided in this document will help educators and university officials appraise the high school records of Kuwaiti students applying for admission to higher education programs in the United States. (RH)

ED 312 099 RC 017 218

Mujeres de La Raza (Women of the Race).
National Hispanic Univ., Oakland, CA.
PUB DATE- 83
NOTE- 50p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Instructional Materials (For Learners) (051) Other/Miscellaneous
(Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Instructional Materials; Biographies; Cultural
Awareness; *Cultural Education; Elementary Secondary Education;
*Females; *Hispanic American Culture; Latin American History; Mexica
American Education; Mexican Americans; Mexicans; Units of Study
IDENTIFIERS- *Chicanas; Hispanic American Achievement; *La Raza

This unit profiles nine women of La Raza who have contributed to the betterment of humanity and Hispanic culture. It encourages students to learn about them and other Raza women as models of people involved in the Chicano community. The unit, offered in both Spanish and English, also teaches that these representative Raza women had to overcome impediments in their evolving consciousness. An introductory chapter describes early heroines of the Raza, including poet Sister Juana Ines de la Cruz and revolutionary Josefa Ortiz de Dominguez, both of Mexico. Those profiled in succeeding chapters include: United Farm Workers organizer Dolores Huerta; singer Vikki Carr; TV broadcaster Rita Trevino; ballet dancer Amalia Hernandez; Vilma I. Martinez, general counsel of the Mexican-American Legal Defense Education Fund; writer Estela Portillo de Trambley; and bilingual education advocates Mari-Luci Jaramillo, Susana Madrid Rivera, and Celia Zavala La Forge. The unit also includes 12 illustrations, a bibliography, and 5 suggestions for student activities. (TES)

ED 312 128 SE 050 895

Guide to Program Evaluation K-4. New York State Program Evaluation Tes
in Science.
New York State Education Dept., Albany.
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo
Use (for Administraive and Support Staff, and for Teachers, Parents,
Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Science; Program
Effectiveness; *Program Evaluation; Science Course Improvement
Projects; Science Curriculum; Science Education; *Science Instructio
*Science Programs; *Science Supervision; Self Evaluation (Groups)
IDENTIFIERS- *New York
This guide provides information on conducting a detailed program analysis using the New York State Program Evaluation Test in Science. The test consists of two required components (Objective Test and Manipulative Skills Test) and five optional components (Student Scienc Attitudes Survey; Student Science Program Environment Survey; Administrator Science Program Environment Survey; Teacher Science Program Environment Survey; and Parent/Guardian Science Program Environment Survey). Sections included are: (1) "Conducting a Program Analysis"; (2) "Organizing for Program Analysis"; (3) "Directions for Compiling Data" (describing how to use the worksheets, terms used, and the program strengths and weaknesses); (4) "Directions for Analyzing the Program Evaluation Test Data"; and (5) "Developing an Action Plan for Program Improvement." A simulated case study model for science program assessment and a set of worksheets are appended. (YP)

ED 312 331 UD 027 026

Schaeffer, Peter V.; Sander, William
Schooling and Urban Employment Growth: 1980-1984. Working Paper #1.
Illinois Univ., Urbana. Inst. of Government and Public Affairs.
PUB DATE- Dec 87
NOTE- 20p.; Type density varies in portions of document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; *Educational Attainment; Educational Finance; *Education Work Relationship; Elementary Secondary Education *Employment Patterns; *Expenditure per Student; Job Skills; Models; Racial Differences; *Rural Urban Differences; Trend Analysis; *Urban Areas
IDENTIFIERS- Counties; Empirical Analysis
This study is an empirical analysis of urban employment changes in the United States between 1980 and 1984. The paper follows other recent work on the economics of urban and regional employment growth. Particular attention is paid to the effects on employment of schooling attainment and per pupil schooling expenditures. In addition, the effect of relatively high concentrations of black employees is studied. The paper is divided into four sections. The first section presents a brief theoretical framework. The second section discusses the empirical models and data. The third section reviews empirical results of the study. The fourth section presents some brief observations on employment growth in semi-urban counties. Results indicate that jobs are generated disproportionately in urban areas that have a higher quality human infrastructure as reflected by educational attainment and per pupil expenditures. A relative increase in the black population is shown to have a negative effect on employment. The study also indicates that the South appears to be gaining jobs relative to the rest of the United States. Results suggest that schooling may not contribute significantly to growth in rural areas. The study includes 12 formulae and statistical data on three tables. A list of eight references is appended. (AF)

ED 312 024 JC 890 534

Kliman, Bernice W.
Teaching Grammar as a Humanities Course.
PUB DATE- 85
NOTE- 9p.; A paper written for the 1985 Community College Humanities Association Institute on Contemporary Literary Criticism and the Co Literature Course.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *English Instruction; *Grammar; Grammatical Acceptability; Humanities Instruction; *Instructional Innovation; *Journal Writing; *Language Variation; Student Writing Models; Two Year Colleges
IDENTIFIERS- *Nassau Community College NY
Nassau Community College (NCC) offers a grammar course as a humanities option that may be taken instead of a literature course. Th approach to the course incorporates reader-response theory, feminist criticism, new historicism, and journal writing as the key means for enabling students to learn. Each student has a notebook divided into sections representing different areas of grammar. The first section focuses on grammar as presented by the course text, called "grammar a" for "acceptable." Students formulate grammar rules by providing a sentence which illustrates the rules they have uncovered in their text The second section is for grammar as presented in literary texts. Students are asked to describe how they feel about the literary works they read on one side of the page, while summarizing the pieces and analyzing their grammar on the other side. Students quickly realize that some very good writers do not follow all of the rules of "gramma a." The third section is for student's own grammar, called "grammar p" for "personal." For this section, students create their own texts through free-writing, and analyze the extent to which they have followed or not followed specific rules of grammar. The fourth sectio is devoted to grammar found in the everyday world. For this section, "MS. Magazine" serves as the principal text, but students also copy sentences they hear on the street into their notebooks and study the use of grammar in newspapers. Examples of everyday grammar are compar with examples showing grammar rules from the textbook. The fifth part of the journal is used to record due dates. The course emphasizes the historical and sociological bases of grammar. Students are graded on the basis of their journal and how well it reflects their awareness o grammar choices. (JHC)

ED 312 069 PS 018 346

Child Care Curriculum Development. Bulletin 1775.
Louisiana Tech Univ., Ruston. Coll. of Home Economics.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 86
NOTE- 574p.; For the state's Child Development Curriculum Guide, Volumes I and II, see ED 222 651-652.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Child Development; Class Organization; Educational Environment; Guidance; High Schools; *High School Students; Home Economics Education; Instructional Development; *Learning Activities; *Parent Participation; State Curriculum Guides; Teacher Evaluation; Training Methods; *Vocational Education
IDENTIFIERS- Developmentally Appropriate Programs; *Louisiana

This guide provides training units for high school home economics teachers to use with students interested in developing a child caregiver's knowledge and skills. Participation in a one-semester course based on the state's Child Development Curriculum Guide and another course based on this guide is expected to provide excellent preparation for the position of caregiver in a day care setting. In this guide, a rationale and content outline are followed by contents focusing on the planning of learning activities, appropriate experiences for the young child, enhancement of social and emotional development, guidance, parental involvement, routines used in child care centers, the planning of the environment, training techniques for use with caregivers, child care program evaluation, and the child care professional. The format of individual units in the guide follows that of the state's Child Development Curriculum Guide. Each lesson begins with basic ideas concerning the topic of discussion. Performance objectives focus on the kind of behavior the student is expected to display as a result of the learning experiences. An outline summarizes information covered in each unit's review of literature. Learning activities, instructional aids, and evaluative exercises are included in each unit. (RH)

ED 312 085 PS 018 371

Poresky, Robert H.; And Others
Developmental Benefits of Pets for Young Children. Final Report for the Delta Society.
Kansas State Univ., Manhattan. Dept. of Human Development and Family Studies.
PUB DATE- 26 Apr 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Animals; *Attachment Behavior; Cognitive Development; Empathy; *Family Environment; Family Relationship; *Individual Development; Interviews; Ownership; *Social Development; Surveys; *Young Children
IDENTIFIERS- *Pets
An exploratory study examined the premise that pets provide developmental benefits for young children. Four hypotheses were derived from prior research: (1) children who have a bond with a dog or cat show more maturity in their cognitive, moral, and emotional development than children who do not have such pets; (2) children who have a more interactive relationship with their pet are more affected by that relationship than those with a more distant relationship; (3) family environments which include dogs or cats facilitate children's development more than those without pets; and (4) a pet's effects on a child are directly affected by family relationships. Survey data from 88 parents about themselves, their homes, and their preschool children provided empirical support for the hypotheses. Additional data from home interviews with some families provided further support for the general premise that pets provide developmental benefits for young children. Benefits were primarily in the children's social domain, and involved social competence, empathy, and attitudes toward pets. Effects on cognitive development were marginal. "Pet bonding" appeared to be a stronger determinant of pet-associated benefits than pet ownership. Children with pets and better home environments had higher age-adjusted child development scores. Over 40 references are cited. (Author/RH)

ED 312 163 SE 051 018

Competency-Based Business Math. Curriculum Guide. Bulletin No. 1814.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 87
NOTE- 407p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us
- Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Business Skills; *Mathematical Concepts; Mathematics Education; *Mathematics Skills; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Louisiana

This is a curriculum guide for a course designed to enable students to master the necessary basic mathematics and business-related mathematics skills needed for entry into office and business occupations. The guide includes 11 instructional units: (1) "Fundamental Math Skills"; (2) "Fractions"; (3) "Decimals"; (4) "Percentages and Ratios"; (5) "Banking and Money Records"; (6) "Payrol and Taxes"; (7) "Interest"; (8) "Retailing"; (9) "Inventory and Depreciation"; (10) "Insurance and Investments"; and (11) "Measurement Statistics, and Reports." Each unit outlines competencies, objectives methodology, interest approaches, subject matter content and learning activities. Transparencies, tests, and supplementary materials are als given. A list of members of the writing team, a course description, a rationale, and a suggested time schedule for the course are provided. An annotated bibliography of business math instructional resources is appended. (YP)

ED 312 223 SP 031 519

Barbour, Chandler
Preservice Teacher Development: Studying a Personal Landscape.
PUB DATE- 31 Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see SP 031 520.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Cooperating Teachers; Field Experience Programs; Higher Education; *Individual Differences; Preservice Teacher Education; Program Attitudes; Program Evaluation; *Self Evaluation (Individuals); *Student Characteristics; *Student Teacher Attitudes; *Student Teachers; Student Teacher Supervisors
This paper describes a study that explored the personal concerns of student teachers, how they viewed their apprenticeship and their hidden perspectives. A description is given of how information was obtained about the way four students viewed their field experiences. Journals, daily narratives of students' reactions to teaching experiences, provided one source of information. The concerns that emerged were in the areas of: (1) view of work; (2) attitude toward situations in which the student was involved; (3) personal relations with pupils, peers, and supervisors; (4) feelings about practical classroom skills; (5) investment and commitment to teaching; and (6) assessment of self, others, and the system. Interviews were also conducted with the student trainees and their supervisors. Results indicated that student teachers have differing perceptions, different concerns, and different priorities regarding teaching and field work practice. Their perspectives about their experiences changed as they moved through a series of field experiences. Implications for student teacher supervisors and evaluators are discussed. (JD)

ED 312 240 SP 031 587

Folsom-Meek, Sherry L.; And Others
An Examination of Orthoptic Vision and Balance Performance of Nonhandicapped and Learning Disabled Children.
PUB DATE- 9 Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation and Dance (Kansas City, MO, April 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Learning Disabilities; *Physical Activities; Preadolescents; Psychomotor Skills; *Response Style (Tests); *Visual Impairments
IDENTIFIERS- *Balance Tests; *Orthoptic Vision
This study compared orthoptic vision development and balance performance of nonhandicapped and learning disabled children between the ages of 10 and 13 years of age. Each subject was individually administered two orthoptic vision screening tests (Cover Test and Biopter), a dynamic balance test using a changing consistency board, and two static balance tests (eyes open and eyes closed) on the soft area of a changing consistency board. Test results performed on the static balance data indicated a significant difference in the sums of the score ranks of the two groups with Stork Stand Eyes Open test. The nonhandicapped group balanced longer than the learning disabled group with both static balance tests. Results of the study suggest that the Cover Test should be utilized to examine orthoptic vision when testing static balance performance of learning disabled children. (JD)

ED 312 288 TM 014 045

Report of Student Performance 1986-1989. North Carolina Annual Testing Program: Basic Skills.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jun 89
NOTE- 322p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Basic Skills; *Educational Trends; Elementary Education; *Elementary School Students; Grade 3; Grade 6; Grade 8; Grade Equivalent Scores; Language Tests; Mathematics Tests; Public Schools; Reading Tests; Standardized Tests; *State Programs; Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- California Achievement Tests; *North Carolina Annual Testing Program; North Carolina Science Tests; North Carolina Social Studies Tests; Percentile Ranks

In the spring of each year, North Carolina students in grades 3, 6, and 8 participate in the North Carolina Annual Testing Program. This report covers public school student performance for the years 1986 through 1989. In 1989, 245,063 students participated. The program administers the 1985 California Achievement Test (CAT)--Form E, and the North Carolina Science and Social Studies Tests. Student performance is reported using grade equivalent and national percentile rank scores. The scale score and normal curve equivalent, measures more suited for technical and research purposes, are included in summary reports reproduced in this report. In the spring of 1989, the average North Carolina student scored higher on the CAT than did the average student in the national norm group (for grades 3, 6, and 8) in all subject areas. Relative to national norms, students scored higher in language and mathematics than in reading. Overall performance on the CAT also improved from 1986 to 1989. Performance on the Science and Social Studies tests improved for grade 3, but was generally unchanged for the other grades. Thirty-two data tables and nine graphs are provided. Five appendices present supplemental information (largely in tables) about the testing process. (SLD)

ED 312 345 UD 027 086

Transiency and Stability in the Los Angeles Unified School District 1985-1986. Publication No. 487.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Oct 86
NOTE- 47p.; For other reports in this series, see UD 027 084-087.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Enrollment Trends; High Schools; Junior High Schools; Magnet Schools; School Holding Power; *School Statistics; *Student Attrition; *Transfer Students; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report on transiency and stability in the Los Angeles Unified School District continues a series that has been augmented annually since 1968-69. Transiency refers to the adjusted numbers of entrants and leavers, expressed as a percentage (rate); stability refers to the student population that has remained in the school all year, expressed as a percentage (rate) of the starting enrollment. Information on the number of students who entered and left each month was gathered from all regular and magnet schools. Rankings were computed for elementary, secondary, and magnet schools, by administrative region and division, with a district summary. Transiency rates reported in this study were computed using a formula refined in the 1983-84 study and cannot be directly compared to the rates before 1982-83. Similarly, a refined stability formula has been used since the 1983-84 report. The following overall findings are reported: (1) schools of choice (magnet schools) as a whole, and in their region and division clusters, show the highest stability and the lowest transiency of all school groupings; (2) the district-wide stability factor declined slightly from 1978-79 to 1980-81, from 76.6 percent to 74.1 percent, with improvements over the next 2 years; (3) the stability rate has increased slightly from 1983-84 to 1985-86, from 78.15 percent to 81.37 percent; and (4) the transiency rate has decreased from 1982-83 to 1985-86, from 39.09 percent to 33.75 percent. Historical data are reported for 1968-1978, 1978-1983, and 1982-1986. Statistical data are included on eight tables. (FMW)

ED 312 010 JC 890 519

Fountain, Ben E.; Tollefson, Terrence A.
Community Colleges in the United States: Forty-Nine State Systems.
American Association of Community and Junior Colleges, Washington, D.C
PUB DATE- 89
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, 80 South Early Street, Alexandria, VA 22304 ($15.00; $11.25, members).
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Finance; Educational History; *Enrollment Trends; *Governance; National Surveys; State Boards of Education; Two Year Colleges

Drawing from a national survey of state directors of two-year colleg education, this book provides a state-by-state overview of information on the history, governance, finances, programs, and enrollments of the community college systems in 49 states. While the descriptions vary in length and detail, most contain information on: (1) mission and goals; (2) major historical periods; (3) state governance structure; (4) funding sources and formulas; (5) trends in enrollments and full-time equivalencies; (6) program approval process, types of programs, and degree requirements; (7) contact people; and (8) bibliographic references. (AYC)

ED 312 146 SE 050 916

Haynes, Robert
Sentinels in the Sky: Weather Satellites.
National Aeronautics and Space Administration, Washington, D.C.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- 89
NOTE- 21p.; Colored pictures and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; *Earth Science; *Meteorology; *Satellites (Aerospace); Science Materials; *Science Programs; Sciences; *Scientific Research; *Weather; Wind (Meteorology)
IDENTIFIERS- *National Aeronautics and Space Administration
This publication describes forecasting weather activity using satellites. Information is included on the development of weather satellites, the National Oceanic and Atmospheric Administration (NOAA) Satellite System (including the polar-orbiting satellites), and the Geostationary Operational Environmental Satellite (GOES). The publication discusses the value of weather satellites; search and rescue; storm and rainfall forecasting; volcanic monitoring; fire detection; ocean temperature measurement; vegetation index mapping; and fish tracking. The instrumentation carried by weather satellites is discussed and definitions of the vocabulary used are listed. (YP)

ED 312 179 SO 020 266

English Language and Citizenship Preparation: Curriculum Guide. Immigration Reform and Control Act of 1986.
New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship; *Citizenship Education; *Civics; *English (Second Language); *Immigrants; Secondary Education Second Language Programs; State Curriculum Guides; Tests; United States Government (Course); United States History

Under the provisions of the Immigration Reform and Control Act of 1986, eligible legalized aliens must meet certain requirements in order to change from temporary to permanent resident status. This curriculum guide was developed by the New York State Education Department in response to this law. One of the requirements is either to demonstrate an understanding of the English language and knowledge of U.S. history and government or to be in satisfactory pursuit of such understanding. The two ways of demonstrating this understanding include passing an Immigration and Naturalization Service (INS) Interview Examination or the English and Citizenship Examination. One way of being considered in satisfactory pursuit is to complete 40 hours of a minimum 60-hour course of study in English language/citizenship and receive a "Certificate of Satisfactory Pursuit." The purpose of this curriculum is to provide agencies with an approved guideline for English language and citizenship education courses which either prepare legalized aliens for an examination or lead to a "Certificate of Satisfactory Pursuit." The curriculum is divided into four levels corresponding to the four English for Speakers of Other Languages (ESOL) levels. Each level is comprised of learner objectives, vocabulary, and aural/oral questions. The vocabulary section is divided into two lists, one for general language application, the other for citizenship content application. Seven illustrations are intended as instructional supports. The standard questions used by INS examiners, including answers, are provided as another guideline for course development. A 20-item bibliography is included. (JB)

ED 312 207 SO 020 334

Graves, Ginny, Ed.
Architivity: Liberty Memorial.
American Inst. of Architects., Kansas City, MO.
PUB DATE- 86
AVAILABLE FROM- American Institute of Architects, Attention: Architivity: Liberty Memorial, 20 West Ninth Street, Kansas City, MO 64105 ($23.00).
NOTE- 51p.; For related document, see SO 020 333. Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Us - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Architectural Character; Architectural Education; *Architecture; Class Activities; Curriculum Enrichment; Elementary Education; Field Trips; Interdisciplinary Approach; *Learning Activities; Preservation
IDENTIFIERS- Architectural Environment; *Built Environments; Heritage Education; *Missouri (Kansas City)
Prepared, tested, and improved by teachers--in partnership with architects, historians, city planners, and artists--this guide identifies the ways that built environment education can be introduced into every area of the curriculum. A field trip planning sheet is included to ensure proper planning. Several activities relating to the Liberty Memorial (Kansas City, Missouri) are also provided. These activities include cut and paste projects, visual discrimination exercises of architectural elements, a mathematical quiz, and a scavenger hunt relating to the field trip. The activities and projects are designed to foster appreciation and preservation of the built environment. A list of 19 additional resources is given. (PPB)

ED 312 318 UD 026 347

Wells, Amy Stuart
Urban Teacher Recruitment Programs. ERIC/CUE Digest Number 43.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- -- ERIC Information Analysis Products (071)
DESCRIPTORS- Black Teachers; Elementary Secondary Education; Grants; Minority Groups; *Minority Group Teachers; Public School Teachers; Scholarships; School Demography; *Student Financial Aid; Student Loan Programs; Teacher Distribution; Teacher Education Programs; *Teacher Recruitment; *Teacher Supply and Demand; *Urban Schools; Urban Teaching
IDENTIFIERS- ERIC Digests

The need to recruit more minority teachers for urban schools is acute. Although enrollment in teacher preparation programs has increased, few of these future teachers intend to teach in urban schools where they are most needed. Ninety-five percent of prospective secondary school teachers come from suburban, rural, or small town backgrounds, and intend to return to those settings after graduation. Of all students enrolled in programs leading to initial certification at the elementary level, 90 percent are White, 4.3 percent are Black, 2 percent are Hispanic, and 1.8 percent are Asian. In contrast, 93 percent of the nation's largest urban school districts maintain minority student enrollments of 70 percent. The following representative programs for recruiting teachers for urban schools are described: (1) Perkins Loans; (2) Governor's Teaching Scholars Program (New Jersey); (3) Minority Teachers Program (New Jersey); (4) Teacher Opportunity Corps (New York); (5) Peace Corps Fellows Program (Teachers College, Columbia University, New York); and (6) Early Teaching Contract Programs, and the Young Educators Society (YES) (University of Wisconsin-Milwaukee). School districts that have developed programs include: (1) Columbus Public Schools, Columbus, Ohio; (2) Houston Independent School District, Houston, Texas; and (3) Los Angeles Unified School District, Los Angeles, California. A brief list of references is included. (FMW)

ED 312 100 RC 017 219

Tomin, Barbara; Burgos, Carol
A Multi-Cultural Women's History Elementary Curriculum Unit.
National Women's History Project, Santa Rosa, CA.
PUB DATE- 86
AVAILABLE FROM- National Women's History Project, P.O. Box 3716 Santa Rosa, CA 95402 (Order No. 7949, $4.00 plus $2.00 shipping and handling).
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Class Activities; Elementary Education; *Females; Instructional Materials; *Multicultural Education; Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- National Womens History Week Project

This curriculum unit for elementary students contains five short biographies of American women from different cultural groups. (1) Mary Shadd Cary--teacher, newspaper editor, and lawyer--was a free Black active as an abolitionist, a proponent of black migration to Canada before the Civil War, and a suffragist; (2) Frances Willard--teacher and the first American female college president--worked for prohibition and woman's suffrage and traveled the nation speaking about the need to start kindergartens, improve prisons, and strengthen child labor and worker protection laws; (3) Tye Leung Schulze--first Chinese-American woman voter and first Chinese-American federal civil servant--worked as an interpreter with newly arrived Chinese immigrants and helped young Chinese girls escape from conditions of slavery; (4) Felisa Rincon de Gautier--first female mayor of San Juan--worked throughout her life to improve the living conditions of poor Puerto Rican people; (5) Ada Deer--first woman chief of the Menominee tribe and now a university teacher and speaker for the American Indian women's leadership network, OHOYO--lobbied Congress to pass the Menominee Restoration Act, which reestablished tribal land and rights. Follow-up lessons for each section include defining and discussing vocabulary words, finding and using root words, reading comprehension, and discussion and writing activities. Closure projects include individual, small group, and whole class activities in math, art, creative writing, public speaking, history, and geography. The unit also contains teacher's answer sheets and descriptions of other curriculum resources developed by the National Women's History Project. (SV)

ED 312 114 RC 017 240

Tippeconnic, John W., III
Attitudes Toward the Education of American Indians. A Survey.
Arizona State Univ., Tempe. Center for Indian Education.
PUB DATE- Sep 88
AVAILABLE FROM- Center for Indian Education, Arizona State University, Tempe, AZ 85287-1311.
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *American Indian Education; *Attitude Measures; Bilingual Education; *Educational Attitudes; Mail Surveys; Problems; Teacher Attitudes

This paper provides results of a national survey of 110 educators involved in American Indian education on their general attitudes toward such education; of the total sample; 60 responses were received. Lack of funding for American Indian education was the most important national issue identified, followed by need for qualified Indian administrators and educators, curriculum issues, financial aid for students in higher education, and academic achievement. Locally, however, parent/family involvement and recruitment, retention, advisement, and counseling were rated among the top five needs. Nationally 35.1% of respondents felt that American Indian education has improved in the past five years, whereas 33.3% felt it has gotten worse. Comparable data are reported for improvement at the state and local levels. A majority of the respondents supported raising achievement standards but felt that Indian education fared poorly under the Reagan administration. Ninety-three percent believed that culture and language as well as academic studies should be the focus of Indian education programs. Almost 100% supported bilingual education for American Indians. While 92.7% believed there is a need to do more research in Indian education, only 21.8% knew of meaningful research being conducted. Results are presented in tables, but include summaries of comments on each question. The text of each question in the survey is included in this report. (DHP)

ED 312 129 SE 050 896

Teaching Computation through Concept Development. Inservice Presentation. Bulletin 1789.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Elementary Education.
PUB DATE- Jul 86
NOTE- 109p.; For other presentations in this series, see SE 050 908-909.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Computation; *Concept Formation; Elementary Education; Elementary School Mathematics; *Elementary School Teachers; *Inservice Teacher Education; Mathematical Concepts; Mathematics Materials; Mathematics Teachers; *Number Concepts; Numbers; Number Systems; *Teacher Workshops; Teaching Skills

This document contains a workshop presentation for elementary mathematics teachers. The purpose of the workshop is to demonstrate methods for teaching computational concepts beginning with concrete materials and moving to expressing these concepts abstractly with numerical symbols. Section headings are: (1) "Introduction"; (2) "Sorting and Classifying"; (3) "Beginning Number Concepts"; (4) "Place Value" (providing activities about how the base ten number system works); (5) "Addition"; (6) "Subtraction"; (7) "Multiplication"; and (8) "Division." For each concept the format for teaching is provided. The appendices contain transparencies and five references. (YP)

ED 312 193 SO 020 289

Turkey: Reviews of National Policies for Education.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 89
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
;DESCRIPTORS- *Academic Education; Educational Finance; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Policy Formation; Postsecondary Education; Teacher Education; *Teachers; *Vocational Education
IDENTIFIERS- *Turkey

The first of three parts of this review of Turkey's educational system and national educational policies, the examiner's report, begins by singling out essential features of modern Turkey that affect the provision of education and to which the system is having to respond. These include Turkey's unique geographic situation, its continuing devotion to the ideals and principles of Ataturk, founder and first President of the Republic, its rapidly expanding economy but continuing heavy reliance on agriculture, it high birth rate, and its increasing urbanization. On basic education the examiners note with approval the authorities' determination to retain small schools but consider that some changes are needed in order to make teaching there more effective. A sector facing particularly pressing problems is lower secondary education, mainly because of the rapid rate at which it is being extended to the relevant age group. A curriculum originally designed for an academically oriented minority must now be re-designed to satisfy a wider range of needs and interests. Turkey has decided to offer a diversified system after basic education with strong emphasis on vocational and technical training. One problem in the area of teacher training is the low academic caliber of candidates. A record of the review meeting, with the replies to the examiners' questions, is given in part 2 of the document, and part 3 supplies a background report prepared by the Turkish authorities on educational activities in Turkey from 1984 to 1986. (PBB)

ED 312 258 SP 031 658

Shuman, R. Baird
Classroom Encounters: Problems, Case Studies, Solutions. NEA Aspects of Learning Series.
National Education Association, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven CT 06516 ($19.95, Stock No. 3001-X).
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; *Crisis Intervention; Drug Abuse; Elementary Secondary Education; *Interpersonal Competence; Parent School Relationship; Peer Groups; School Safety; *Social Adjustment; Social Cognition; Student Behavior; *Teacher Student Relationship

This book deals with the crises and emergencies that a teacher may have to deal with in the classroom, as well as problems in interpersonal relationships with students, interns, parent and peers. Each chapter deals with different facets of problems that may arise in the classroom, illustrated by case studies that typify the situation under discussion. For each case study, questions about the solution portrayed and several other possible ways of dealing with the problem or crises are presented, followed by a statement summarizing good teaching practice. (JD)

ED 312 274 TM 013 999

Owen, K.
Test and Item Bias: The Suitability of the Junior Aptitude Tests as a Common Test Battery for White, Indian and Black Pupils in Standard 7. Report P-96.
Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- 89
AVAILABLE FROM- Human Sciences Research Council, Private Bag X41, Pretoria 0001, Republic of South Africa.
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *Black Students; Comparative Analysis; Construct Validity; Cultural Differences; Foreign Countries; *Indians; Minority Groups; Predictive Validity; Psychometrics; Racial Differences; Secondary Education; *Secondary School Students; *Test Bias; Test Items; Test Validity; *White Students
IDENTIFIERS- *Junior Aptitude Tests (South Africa); Raven Progressive Matrices; South Africa
This study was undertaken to shed light on problems concerning the construction and use of a common test battery for various South African population groups. Specifically, the psychometric suitability for use with Indian and Black pupils, of the Junior Aptitude Tests (JAT), which were standardized for White pupils in Standard 7 was studied. The predictive validity and construct validity of the JAT and the test items were also investigated. The sample consisted of: (1) 1,056 White students from 30 schools; (2) 1,063 Indian students from 30 schools; and (3) 1,093 Black students from 28 schools. The students in the sample ranged in age from 13 to 20 years. Bias in the JAT was studied through comparison with results on the Raven Standard Progressive Matrices of J. C. Raven et al. (1977) and results on a reasoning test and biographical questionnaire developed for the study. Most tests of the JAT battery were found to be suitable for Indian students, but not for Black students. Differences between the JAT means for White and Black students were generally two standard deviations and more, and test reliabilities were low. Although construct bias was not apparent, bias was found in many test items. This study illustrates the difficulties involved in assessment of the diverse population groups in South Africa. A 109-item list of references is attached. Seven tables in Appendix A, 7 in Appendix B, and 60 graphs in Appendix C provide data to support the report. (SLD)

ED 312 304 TM 014 092

Burry, Judith A.; Shaw, Dale
Defining Teacher Effectiveness on a Continuum: A Rasch Model Approach.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Latent Trait Theory; Public Schools; *Rating Scales; *Secondary School Teachers; Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; Teacher Student Relationship; *Test Format
IDENTIFIERS- *Inventory of Myself as a Professional; Observation Techniques; *Rasch Model; Self Report Measures
The Rasch rating scale model was used to provide diagnostic information about a teacher effectiveness instrument, the Inventory of Myself as a Professional (IMP). Two forms of the instrument, a self-report form to be completed by the teacher and an observation form to be completed by a supervisor or administrator contained the same thirty-six items. The items were included on three subscales: (1) student to teacher relationships; (2) professional attitude; and (3) professional skills. Response patterns were scored on a scale from one to five. The effectiveness of 204 teachers as observed by their principals on the Observation Form of the IMP and the effectiveness of 211 teachers as reported on the Self-Report Form of the IMP were assessed. Data for both forms were collected for teachers from public elementary and secondary schools in Colorado. Both forms appeared to fit the Rasch model quite well. The teacher effectiveness variable was defined on both instruments, providing construct validity to the IMP. Item calibrations sufficiently spread the person measures to ensure an adequate fit of the model on both forms. Having person measures contributed to the diagnostic potential of the IMP. Results suggest that the Rasch model provides a major breakthrough in analyzing the variable of teacher effectiveness in the use of item calibrations on a hierarchical continuum. Instructions for both forms of the instrument are included. A table and six figures illustrate the study results. (SLD)

ED 312 360 UD 027 121

Goldner, Elizabeth
Magnet Schools: Connecticut's Quiet Revolution.
Connecticut Association of Alternative Schools and Programs, New Haven.
PUB DATE- 88
AVAILABLE FROM- Connecticut Association of Alternative Schools and Programs (CAASP), c/o 24 Howard Avenue, New Haven, CT 06519 ($2.00).
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Desegregation Plans; *Educational Opportunities; Elementary Secondary Education; *Magnet Schools; Racial Integration; *School Desegregation; Student Centered Curriculum; *Urban Education; Urban Schools; *Voluntary Desegregation
IDENTIFIERS- *Connecticut
This monograph describes the magnet school program in Connecticut implemented in five urban areas to solve segregation problems. Each school developed its own emphasis; some use the student centered method developed by Bank Street College of New York City while others center their curriculum around the arts. The origin and emphasis of each magnet school is discussed. The following six magnet schools are in New Haven: (1) Arts Magnet School at Betsy Ross; (2) Cooperative High School Arts/Humanities Magnet; (3) High School in Community; (4) Richard C. Lee Career High School at Conte; (5) The Sound School; and (6) West Hills Follow Through-Magnet School. The following four magnet schools are in Bridgeport: (1) Central High School-Magnet Component; (2) High Horizons Magnet School; (3) Multicultural Magnet School; and (4) Park City Magnet School. The following two magnet schools are in Hartford: (1) the Classical Magnet School of Greater Hartford; and (2) the Greater Hartford Academy of the Performing Arts. The following two magnet schools are in Stamford: (1) Hart School; and (2) Westover Elementary Magnet School. In Stratford there is one magnet school--Stratford Academy. And finally, Norwalk has one magnet school--Columbus School. A concluding directory provides the following information on each of the schools: (1) address; (2) phone number; (3) principal; (4) grade levels; (5) number of students; (6) student selection process; and (7) magnet (i.e., the special focus of the school). (JS)

ED 312 011 JC 890 520

Witter, Glen; Shaw, Kathryn
The Actor as a Small Business: A Review of the Career Development Program for STUDIO 58.
Vancouver Community Coll., British Columbia.
PUB DATE- Oct 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acting; *Career Awareness; *Career Planning; Community Colleges; *Job Search Methods; Occupational Aspiration; *Program Effectiveness; Program Implementation; *Self Employment; Two Year Colleges

In April 1987, Vancouver Community College (VCC) instituted a career development program in the theater arts department. The program was designed to encourage senior theater students to focus on career goals and prepare for self-employment. The program emphasized that an actor is his/her own small business, with responsibility for creating his/her own career and managing taxes and finances. The content of the course was a combination of career planning, methods of self-marketing, and taxation and financial planning information. The major course projects were the development of a self-generated employment project and of a comprehensive plan for a co-op theatrical production. Additional assignments focused on the development of a comprehensive portfolio of employment-seeking materials, including a resume, photographs, and audition songs and monologues. Role playing and student presentations were used to ensure that students had extensive practice in presenting themselves and critiquing others' performances. One year after the pilot offering of the course, the majority of the 11 participating students rated it as a valuable contribution to preparing them for their careers. All of those who were successfully employed as actors felt that the course helped improve their career focus and their ability to market themselves. An outline of the 12-week course is attached. (JMC)

ED 312 039 PS 018 232

MacPhee, David; Geddes, Louise
Sources of Variation in Beliefs about Parenthood.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Beliefs; *Child Rearing; College Students; *Factor Structure; *Folk Culture; Mythology; *Parent Attitudes; Parenthood Education; *Parent Role; Pretests Posttests; Student Attitudes
IDENTIFIERS- Cross Generational Studies; *Parenthood; Survey of Beliefs about Parenthood

This study examined adults' beliefs about parenthood in terms of Veevers' (1973) notion of "cultural myths" about adulthood and tried to account for the origins and importance of the myths. Subjects were 93 undergraduates in a junior-level course on parenting who completed the Survey of Beliefs about Parenthood at the beginning and end of the course, and measures of child care experience on the first day of class. A snowball sampling approach produced data from 204 parents whose ages ranged from 19 to 84 years. The group included 53 fathers. Four clear dimensions of beliefs emerged from a principal components factor analysis with varimax rotation: (1) generativity; (2) role strain; (3) parental self-restraint; and (4) a unidirectional parent effects model suggesting that parents are responsible for "how their children turn out." On approximately half of the items derived from LeMasters' (1974) and Veevers' (1973) work, parents' experiences disagreed with expert opinion. On most of these items, responses suggested large individual differences in adults' experiences as parents and acceptance of cultural messages about the role of parents. Parents and pretested students held similar beliefs about parenthood, with the exception that parents perceived significantly less role strain than did students. Generational differences in beliefs are discussed. (RH)

ED 312 055 PS 018 309

George, Carol; Solomon, Judith
Internal Working Models of Caregiving and Security of Attachment at Age Six.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Behavior Problems; *Child Caregivers; Cognitive Processes; *Helplessness; *Mothers; Parent Attitudes; Primary Education; *Security (Psychology); *Self Concept
IDENTIFIERS- *Representational Modeling
A study concerning the mother's mental representation of herself as a caregiver focused on: (1) a conceptual framework developed for the purpose of describing and explaining internal working models of caregiving; and (2) efforts to define caregivers' representations of content and process that seem to be associated with attachment insecurity. Specific attention was given to the dimensions of control and disorganization in attachment. It was postulated that mothers would positively evaluate their willingness to respond to their children, their ability to read and understand their children's signals, and the effectiveness of their caregiving strategies. The mother would view her child as one who wants and deserves her care, who clearly signals what is needed, and who needs and will respond to her care. In a central relationship postulate, the mother would assert that she and her child are autonomous individuals in a relationship. The study collected data from 32 mothers and their kindergarten children by means of three home observations, a laboratory session, a caregiving interview, and 7-point helplessness and secure base scales. Results included findings that the mother's representations of herself as helpless and the child as beyond control are related to the child's control and disorganization. (RH)

ED 312 070 PS 018 348

Early Childhood Education and Development Act of 1989. Report together with Dissenting, Additional, and Individual Views (To Accompany H.R. 3). House of Representatives, 101st Congress, 1st Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 27 Jul 89
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Business Responsibility; *Child Development; Compensatory Education; Coordination; *Day Care; *Early Childhood Education; Employed Parents; *Employer Supported Day Care; Federal Government; *Federal Legislation; Government Role; Program Implementation; *School Age Day Care
IDENTIFIERS- Congress 101st; *Project Head Start; Proposed Legislation

This report recommends that H.R. 3, the Early Childhood Education and Development Act of 1989, be passed as amended. Titles of the Act concern: (1) the expansion of Project Head Start; (2) early childhood development and school-related child care; (3) child care services for infants, toddlers, and young children; (4) child care and early childhood development coordinating activities; and (5) business involvement in meeting employee child care needs. Provided in the report are the Committee's amendments to Titles I through V, a review of Committee action on H.R. 3, background information and rationale, a summary of H.R. 3, an explanation of the bill, a Congressional Budget Office estimate, a statement regarding oversight reports from the Committee on Government Operations, and a section-bys-section analysis of H.R. 3, as reported by the Committees on Education and Labor. Changes in existing law made by the bill are indicated. Dissenting and other views concerning the legislation are provided. (RH)

ED 312 164 SE 051 019

Whole Numbers. Mathematics Series: Principles, Concepts and Applications.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 89
AVAILABLE FROM- Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, OK 74074 ($20.00).
NOTE- 238p.; For a related document, see SE 051 020. Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Materials; *Mathematics Skills; Mathematics Tests; Numbers; Problem Sets; Secondary Education; *Secondary School Mathematics; *Vocational Education; *Whole Numbers
IDENTIFIERS- *Oklahoma

The "General Mathematics" series is intended to introduce students to basic mathematic principles and concepts as well as to the opportunity to apply those principles and concepts. This color coded module, one of six in the series, will allow students to build or increase their level of understanding of whole numbers and will help students develop basic whole number skills that are necessary for many vocational jobs and that are needed as a basis for additional understanding. Units include (1) "Place Value"; (2) "Rounding Whole Numbers"; (3) "Adding Whole Numbers"; (4) "Subtracting Whole Numbers"; (5) "Multiplying Whole Numbers"; (6) "Dividing Whole Numbers"; and (7) "Reviewing Whole Numbers." The standard format for each unit is as follows: performance objectives; suggested activities; information sheet; tests; pretests; and answers to tests; and depending on the specific objectives, there may or may not be assignment sheets, job sheets; transparency masters and supplements. (YP)

ED 312 224 SP 031 520

Holmes, Edward W.
Student to Teacher: A Naturalistic Profile.
PUB DATE- 31 Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see SP 031 519.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperating Teachers; Field Experience Programs; Higher Education; Journal Writing; Preservice Teacher Education; *Program Attitudes; *Self Evaluation (Individuals); *Student Characteristics; *Student Teacher Attitudes; *Student Teachers

A study was conducted which described the inner concerns and priorities of student teachers. Information was gathered by means of journal entries and interviews with four student teachers and their supervisors. Under consideration were questions about the appropriateness of teacher education programs in preparing students for the job of teaching, and how the concerns and priorities of preservice teachers best can be met by teacher education programs. This paper presents an in-depth profile of one of the preservice students in the study. Tracing her journal writings over the period of her field experience work, the pattern of her development is delineated within the framework of six domains: (1) her view of teaching as a practical experience; (2) her attitude toward her work as a student teacher; (3) her personal relationships with children, peers and superiors; (4) her observations on the teaching skills she is acquiring; (5) her commitment to teaching; and (6) her assessment of herself, others, and the system. Appendixes provide interview schedules for the student teacher, cooperating teacher, and college supervisor. (JD)

ED 312 241 SP 031 589

Power of Positive Students (POPS) Instructional Program: Evaluation of Pilot Program January to May 1988.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Aug 89
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Objectives; Attitude Change; Elementary Education; *Humanistic Education; *Pilot Projects; *Positive Reinforcement; Program Effectiveness; *Program Evaluation; Questionnaires; Rating Scales; Self Esteem; Student Attitudes; *Student Motivation
IDENTIFIERS- *Power of Positive Students Program

During the 1987-88 school year, the Second Generation Power of Positive Students (POPS) Multimedia Program was piloted in the West Virginia public schools, grades kindergarten through four. The program consists of eight videocassettes. Six of the eight were filmed in six West Virginia public schools using actual principals, teachers, and students. The program emphasizes self-awareness, goals and expectations enthusiasm and coping skills and is divided into four modules, each focusing on major components of self-esteem. The research design for the program evaluation involved 24 experimental schools and 24 control schools. Affective and cognitive assessment instruments were developed and administered as pretests and posttests to both the experimental and control groups. In addition, feedback was obtained from teachers and principals via surveys. This report describes the evaluation of the program, explains the evaluation activities and conclusions, and also makes recommendations for future development of the program. The measuring instruments and surveys used in the evaluation are appended. A 21-item bibliography is included. (JD)

ED 312 332 UD 027 029

Public Education Access for Children of the Homeless.
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- Apr 89
NOTE- 50p.; Appendix B contains marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS- *Florida; *Stewart B McKinney Homeless Assistance Act 1987

This document presents Florida's application for continued funding of its project for the education of homeless students under the Stewart B. McKinney Homeless Assistance Act. The report is divided into four sections. Section I, "Application," consists of the request and rationale for continued financial support, and a summary of actions taken during the first year of the State's grant, including a Status Report survey distributed to all districts to gather data on Florida's homeless children and youth. Section II, "Introduction," is comprised of the following parts: (1) statement of the problem of homeless education; (2) discussion of federal funding; and (3) a brief overview of the State plan. Section III, "Florida's State Plan," presents a goal statement and lists recommended activities for accomplishment of the following 12 goals: (1) locate and count homeless students; (2) identify educational access problems; (3) resolve identified access problems; (4) determine special educational needs of homeless students; (5) disseminate procedures for placement resolution and choice; (6) monitor responsible action toward all students among school districts; (7) address the school of origin versus school of residence issue; (8) ensure comparable services on the local level; (9) eliminate enrollment delays due to student record requirements; (10) ensure comparable services on the State level; (11) develop a model system for delivery of services; and (12) act to increase sensitivity to homeless student and family issues. Section IV, "Appendices," comprises seven supplementary documents, including the Status Report survey form, an analysis of survey results, explanation of procedures for educational placement of homeless children, and a transcript of the State's Administrative Procedure Act. (AF)

ED 312 147 SE 050 917

Neal, Valerie
Renewing Solar Science. The Solar Maximum Repair Mission.
National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.
PUB DATE- 89
NOTE- 22p.; Colored drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; *Satellites (Aerospace); Science Materials; Science Programs; *Scientific Research; *Solar Energy; Space Exploration; *Space Sciences
IDENTIFIERS- *Astrophysics; National Aeronautics and Space Administration; *Sun
This publication describes the Solar Maximum Repair Mission for restoring the operational capability of the solar observatory in space by using the Space Shuttle. Major sections include: (1) "The Solar Maximum Mission" (describing the duties of the mission); (2) "Studying Solar Flares" (summarizing the major scientific accomplishments of the mission including the flare puzzle, flare signatures, flare maps, the subtle sun, solar maximum year, Sun-Earth links, the sun as a star, and flares and fusion); and (3) "Solar Maximum Repair Mission." An illustration showing an exploded view of the Solar Maximum Mission Observatory and a list of principal investigators are appended. (YP)

ED 312 346 UD 027 087

Pike, Daniel W.; Weisbender, Leo
Transiency and Stability in the Los Angeles Unified School District 1986-1987. Publication No. 516.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Jan 88
NOTE- 67p.; For other reports in this series, see UD 027 084-086.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Schools; Elementary Secondary Education; *Enrollment Trends; High Schools; Junior High Schools; Magnet Schools; School Holding Power; *School Statistics; *Student Attrition; *Transfer Students; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA
This report on transiency and stability in the Los Angeles Unified School district continues a series that has been augmented annually since 1968-69. Transiency refers to the adjusted numbers of entrants and leavers, expressed as a percentage (rate); stability refers to the student population that has remained in the school all year, expressed as a percentage (rate) of the starting enrollment. Information on the number of students who entered and left each month was gathered from all regular and magnet schools. Rankings were computed for elementary, secondary, and magnet schools, by administrative region and division, with a district summary. Transiency rates reported in this study were computed using a formula refined in the 1983-84 study and cannot be directly compared to the rates before 1982-83. Similarly, a refined stability formula has been used since the 1983-84 report. The following overall findings are reported: (1) schools of choice (magnet schools) as a whole, and in their region and division clusters, show the highest stability and the lowest transiency of all school groupings; (2) the district-wide stability factor declined slightly from 1978-79 to 1980-81, from 76.64 percent to 74.11 percent, with improvements in the next 2 years; (3) the stability rate has increased slightly from 1983-84 to 1986-87, from 78.15 percent to 81.09 percent; (4) the stability rates for the last 2 years have been somewhat constant; (5) the transiency rate has decreased from 1982-83 to 1986-87, from 39.09 percent to 33.79 percent; and (6) there has been little change in the transiency rates in the past 2 years. Historical data are reported for 1968-1978, 1978-1983, and 1982-1987. Statistical data are included on nine tables and two graphs. (FMW)

ED 312 025 JC 890 536

Erickson, Michael E.
Teaching Basic Writing to College Adults.
PUB DATE- 29 Apr 89
NOTE- 14p.; Presented under the title "Collaborative Writing: An Externally Guided Andragogical Approach" at the Annual Conference of the State University of New York Council on Writing (4th, Plattsburg, NY, April 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Andragogy; Classroom Techniques; Community Colleges; Teaching Methods; Two Year Colleges; *Writing (Composition); *Writing Instruction; *Writing Processes
Pedagogical approaches, which treat students as empty vessels into which knowledge is deposited, are inappropriate for teaching adults. Teachers of basic college composition courses should recognize the linguistic competence already possessed by adult students when teaching them about the processes involved in writing and helping them develop composing schema. Teaching adults the intricacies of composition requires new perspectives and suitable attitudes grounded in formulated principles and methodologies. The writings of Malcolm Knowles on andragogy, the works of Lev Vygotsky on thought and language development, and the ideas of Mikhail Bakhtin on literature and creative discourse supply valuable perspectives for adult educators. One useful method for teaching composition to adults is the externally guided interactive approach, which helps students "see" writing processes in action as the instructor externalizes the entire process from invention to ultimate draft. Adult students can also benefit from collaborative writing. The use of a personal computer and display panel permits an entire class to compose, write, and revise compositions as a group, with the instructor guiding the class through each step of the composing process. With the composition projected for all class members to see, the student-writers pursue thought/language cul-de-sacs and nonsequiturs, ungrammatical sentence structures, and other problems that even experienced writers encounter. Once the processes of writing are internalized, the instructor can introduce more sophisticated rhetorical styles and techniques. (JMC)

ED 312 086 PS 018 372

Poresky, Robert H.; Hendrix, Charles
Parenting Priorities: Stability, Change and Impact on Young Children.
Kansas State Univ., Manhattan. Dept. of Human Development and Family Studies.
PUB DATE- 30 Apr 89
NOTE- 12p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (21st, Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Child Rearing; Cross Sectional Studies; Fathers; *Individual Development; *Infants; Longitudinal Studies; Mothers; *Parent Influence; Q Methodology; *Young Children
IDENTIFIERS- *Behavioral Stability
The newly developed, 72-item Q-Sort Inventory of Parenting Behaviors was administered to fathers and mothers of 84 young children in a 3-year longitudinal, cross-sectional study of stability and change in parents' child rearing priorities and the impact of the stability and change on child development during the first 5 years of life. Parents of infants showed more changes in their priorities than parents of preschoolers. Differences in parenting of infants and preschoolers were reflected in 15 highly significant infant-preschooler Q-Sort priority differences. Significant correlations were found between the first-year Q-Sort items and the third-year Denver Developmental Screening Test scores for both mothers and fathers. Similar longitudinal correlations were found between the parental Q-Sort items and the McCarthy General Cognitive Index scores. Analyses of parent priorities in this sample revealed elements of stability and expected developmentally appropriate changes in parents' child rearing practices. It is concluded that parenting behaviors affect later cognitive functioning and that the findings support the hypothesis that parenting style changes in response to children's increasing maturity. (Author/RH)

ED 312 208 SO 020 335

Institutionalizing LRE Programs: Eight Case Studies.
Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 15 Apr 89
AVAILABLE FROM- Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($12.00).
NOTE- 181p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Citizenship Education; Elementary Secondary Education; *Law Related Education; *Program Descriptions; *Program Development; Program Evaluation; *Program Implementation; Qualitative Research; Teacher Response

In 1987, the U.S. Office of Juvenile Justice and Delinquency Prevention contracted with the Social Science Education Consortium to study how law-related education (LRE) programs become institutionalized and what factors influence institutionalization. Interviews were conducted in eight school districts in four states and narrative case studies were created for each site. These case studies were examined to look for patterns, develop hypotheses, note trends, discover contradictions, and test generalizations. This report contains four main sections. (1) "Institutionalization: A Preliminary Model of Educational Change" summarizes the secondary research and describes the theoretical model developed by Matthew B. Miles and used in this study. (2) "Case Study Digests" distills and reorganizes the information from the case studies. Thumbnail sketches of the eight sites provide relevant demographic information. The information for each case study has been organized according to the characteristics that have an impact on institutionalization. (3) "Case Study Narratives" contains the full case studies, providing detailed, context-rich information about each site. (4) The final section of the report, "Discussion," attempts to derive meaning by extrapolating from the research data. It is here that researchers suggest patterns that seem to emerge, contradictions that require explanation, hypotheses that might be instructive, or phenomena observed, which, if characteristic, would be important to consider in implementing or maintaining LRE programs. A 64-item bibliography is included. (JB)

ED 312 259 SP 031 661

Comprehensive Health Competencies and Key Skills for Missouri Schools. K-3, 4-6, 7-9 and 10-12.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jan 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Consumer Education; Curriculum Development; *Disease Control; Drug Abuse; Elementary Secondary Education; *Health Education; Hygiene; *Mental Health; Nutrition; Primary Health Care; *Program Development; Public Health; Safety; *Sex Education
IDENTIFIERS- *Missouri

This guide replaces the 1975 publication "A Guide for Developing a Comprehensive K-12 School Health Instruction Program." It is designed to provide a framework for local curriculum development by identifying knowledge and skills students should master at each of four levels--grades K-3, 4-6, 7-9, and 10-12. At each level, the competencies and skills are organized into nine specific areas: (1) disease prevention and control; (2) family life and sex education; (3) mental health; (4) substance abuse; (5) nutrition; (6) personal health (7) safety and first aid; (8) community health; and (9) consumer health. (JD)

ED 312 289 TM 014 048

Melancon, Janet G.; Thompson, Bruce
Measurement Characteristics of the Finding Embedded Figures Test with Middle School Students.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Construct Validity; Higher Education Junior High Schools; *Junior High School Students; *Middle Schools; Multiple Choice Tests; Psychometrics; *Test Format; Test Validity; *Undergraduate Students; Visual Perception
IDENTIFIERS- Alpha Coefficient; *Finding Embedded Figures Test
Classical measurement theory was used to investigate the measurement (psychometric) characteristics of both parts of the Finding Embedded Figures Test (FEFT) administered in either a "no guessing" supply format or a multiple-choice selection format to undergraduate college students or to middle school students. Three issues were addressed in this study: (1) how the alpha components for data from the FEFT compare across studies; (2) how test and item difficulty and discrimination coefficients compare across test administrations; and (3) how variables such as gender and grade levels of middle school students influence FEFT performance. Analyses were based on data from 69 undergraduates tested in a 1988 supply format study, 155 undergraduates who completed the multiple-choice format in 1989, and 1,528 middle school students who completed the multiple-choice format in this study. Coefficient alpha for the FEFT ranged between 0.81 and 0.90 across samples and administration formats. Items generally had desirable psychometric characteristics across studies. Construct validity analyses suggested that the measure is reasonably valid. Four tables present data from the study and three appendices give the FEFT composite scores. (SLD)

ED 312 040 PS 018 250

St. Peters, Michelle; And Others
Television and Families: Parental Coviewing and Young Children's Language Development, Social Behavior, and Television Processing.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attention; *Child Language; *Parent Chil Relationship; Parent Influence; Reading; *Social Behavior; *Television Viewing; *Verbal Development; Vocabulary; *Young Childre
IDENTIFIERS- Television Literacy
A study investigated several questions concerning the amount of viewing and types of programs children and parents watched alone and together and the relation of viewing patterns to children's development. Investigated over a 2-year period were coviewing patterns differences between younger and older children in their viewing with parents, changes in coviewing patterns, and the relation of parental coviewing to children's: (1) language development; (2) social behavior toward peers and adults; and (3) cognitive processing of television. Participants were 271 children of 3-7 years of age and their families. It was found that when children watched adult programs, a parent was present 75 percent of the time; only 22 percent of children's viewing of child-oriented programs was done with a parent. A history of coviewing informative programs with parents was positively related to children's attention to television and use of print. However, a histor of coviewing general entertainment programs with parents was negativel associated with children's visual and auditory attention to television preference for print media, and prosocial behavior. The paucity of findings favoring positive developmental outcomes from coviewing suggests that family viewing time is not used as an occasion for beneficial or instructional interactions. (Author/RH)

ED 312 101 RC 017 220

Barber, Rims
Jumping the Alligators in the Ditch.
PUB DATE- 12 May 89
NOTE- 5p.; Speech presented at the Conference on the Status of Rural Education (Kansas City, MO, May 1989). Some light print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Black Students; *Disadvantaged Youth; Dropouts; *Educationally Disadvantaged; Elementary Secondary Education; Public Schools; Rural Areas; *Rural Education
IDENTIFIERS- *Mississippi
Poor black young people in rural Mississippi contemplate their schooling with the same feelings as their friends who dare to jump the local ditches filled with alligators: the odds are against escaping the alligators, and the advantages of getting to the far side are not very apparent. Living in conditions of extreme poverty, these young people have few expectations for change in the future, and the school system reinforces their views. In Mississippi half the students attend schools that are on probation because they failed to meet the new accreditation standards. Some districts have financial difficulties. In others there is little concern for the nearly all-black public schools, as whites have set up their own private academies. There is a general attitude that the schools' job is to force kids to put in their time but to get rid of them if they cause trouble. The high school dropout rate exceeds 50% in one of every four districts and exceeds 75% in some districts. Students who get through to the end must pass a competency test to get a diploma. Only 20% of black graduates took the college preparatory curriculum; the rest find little opportunity for employment in small towns. They return to the shack they have called home and, like their parents, hope to get agricultural work. Giving these young people hope for the future requires: (1) attractive schools that foster students' self-worth and nurture their dreams; (2) public policy that improves family life, income, and housing; and (3) role models that help students see life as an opportunity to make something happen. (SV)

ED 312 115 RC 017 241

A Statistical Profile of the American Indian Population for All States and the District of Columbia: 1980.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jun 87
NOTE- 1,512p.; For related documents, see RC 017 242-243.
LANGUAGE- English
EDRS Price - MF12/PC61 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; American Indian Reservations; *American Indians; Census Figures; *Demography; Educational Attainment; Family Income; Graphs; *Profiles
IDENTIFIERS- *Census 1980; Group Characteristics; *States (Geopolitical Regions)

This packet includes 51 statistical profiles, based on the 1980 census, of American Indian and Alaska Native populations in all states and the District of Columbia. All profiles contain bar graphs illustrating data on total population, urban-rural distribution, counties and places with the largest American Indian populations, median age, families maintained by women, educational attainment, unemployment rates, occupations, median family income, and poverty rates. Profiles of states with large American Indian populations also contain data on population, educational attainment, median family money income, and poverty status for selected cities, metropolitan areas, and counties, and for all American Indian reservations. The Alaska profile breaks down statistics for American Indian, Eskimo, and Aleut populations. (SV)

ED 312 130 SE 050 897

Mathematics Curriculum Guide, Grades K-8, Revised 1986.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE- 86
NOTE- 262p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Instruction; Mathematics Materials; *Mathematics Skills; *Problem Solving; State Curriculum Guides
IDENTIFIERS- *Louisiana

One of the most important provisions of Act 750 of the 1979 Louisiana Legislature is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. The 1986 revision of the Louisiana standards for mathematics recognizes the need to move from minimum to on-grade-level expectations for all children. This curriculum guide has been organized to reflect the emphasis on problem solving. The first part, "Curriculum and Standards," lists the domains, standards, and skills for all grades. The second part, "Problem-Solving Process and Strategies," provides teaching materials for 13 strategies. The last part presents instructional activities for 10 domains: sets; numeration; whole number operations; fractions and operations; decimal numbers and operations; percent, ratio, and proportion; measurement; geometry; graphs, probability, and statistics; and pre-algebra. The appendices contain a list of suggested manipulatives and an index to curricula and standards. There are 24 references. (YP)

ED 312 148 SE 050 918

Froehlich, Walter
The Tracking & Data Relay Satellite System. The New Space Network.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($2.75).
NOTE- 33p.; Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; *Communications Satellites; *Satellites (Aerospace); Science Materials; Science Programs; *Scientific Research; Space Exploration; *Space Sciences; *Telecommunications
IDENTIFIERS- National Aeronautics and Space Administration; Tracking (Science)
This publication describes the giant-capacity space communications installation called the "Tracking and Data Relay Satellite System" (TDRSS). Chapters include: (1) "A New Communications Bridge to Orbit" (illustrating what it is and how it looks); (2) "TDRSS Goes to Work" (describing how it functions); (3) "The Ground Segment" (discussing th system's link with Earth); (4) "Why TDRSS is Needed" (its history and rationale); and (5) "The Space Network Today and Tomorrow." The technical information on the TDRSS, including frequency bands and ground terminal equipment, is appended. (YP)

ED 312 180 SO 020 267

Hearing on the Reauthorization of the National Endowments for the Arts and Humanities and the Institute of Museum Services. Hearing before the Subcommitee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (Bozeman, Montana, April 1, 1989).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office U.S. Government Printing Office, Washington, DC 20402.
NOTE- 89p.; Serial No. 101-9. Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arts Centers; Community Resources; Community Support; *Federal Aid; Federal Legislation; Federal Programs; *Financial Support; *Hearings; *Museums; *Public Support; State Programs
IDENTIFIERS- Institute of Museum Services; National Endowment for the Arts; National Endowment for the Humanities

The hearing was opened by Representative Pat Williams of Montana, who explained that the Subcommittee on Postsecondary Education of which he is chairman, has jurisdiction over the National Endowments for Arts and Humanities and the Institute of Museum Services (IMS), and that programs in these agencies account for the largest portion of federal funds that assist museums in the United States. The Subcommittee, which was especially interested in access to federal resources for rural and small museums, heard testimony from six Montana residents. Wes Hardin, director of the Historical Museum at Fort Missoula, pointed out that federal dollars spent in Montana are often used to leverage in funds from other sources and commented on two proposed IMS-funded projects that would benefit all of Montana's museums, most of which are small. Margaret C. Kingsland, executive director of the Montana Committee for the Humanities, presented observations on the work of the National Endowment for the Humanities and the efficacy of its museum-related programming, commented on conditions in rural states and their museums and offered suggestions for improving services to museums. David E. Nelson, executive director of the Montana Arts Council, discussed some of Montana's funding programs for the arts and museums. Michael W. Hager, former director of the Museum of the Rockies, and Donna Forbes, director of the Yellowstone Art Center offered testimony on the funding of those two institutions. Bruce Ennis, president of the board of trustees of the Montana Historical Society, spoke of the importance of federal funds to that organization. Prepared statements, letters and other supplemental materials submitted by all of these witnesses are included. (JB)

ED 312 194 SO 020 294

Arbetman, Lee
Developing Law-Related Education: Awareness Manual to Assist in Developing Awareness among Teachers and Resource Persons.
Law-Related Education National Training and Dissemination Program, Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Citizenship Education; *Controversial Issues (Course Content); Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; Program Development; Program Evaluation; Program Implementation
The purpose of this manual is to provide guidance in designing and implementing law-related education (LRE) awareness and staff development sessions for the Law Related Education National Training and Dissemination Program. It assists in explaining the rationale and essential characteristics of LRE and guides the user in discussing the benefits of LRE, including its potential for reducing delinquent behavior. The manual contains three sections. The first section defines LRE and explains that the six features required for an effective LRE program are: (1) classroom use of outside resource persons, (2) sufficient quantity and quality of instruction, (3) judicious selection of illustrative case materials, (4) teaching strategies that foster interaction among students, (5) involvement of school administrators, and (6) availability and use by teachers of professional peer support. The second section on planning an LRE awareness program, discusses the need to identify the needs of the audience, set goals for the program, design an agenda, include community resources, and evaluate the session. The third section, on conducting the awareness session, provides guidelines on such matters as arranging the environment, materials displays, gauging the audience, and teaching and discussion about controversial issues, thus making the LRE sessions relevant to all participants. The appendices include materials for producing overhead transparencies, three possible LRE program agendas, planning and evaluation guidelines, three classroom activities, suggestions for handling controversial issues, and an ERIC Digest on LRE. (PPB)

ED 312 275 TM 014 009

Mitchell, Stephanie; Hansen, Joe B.
The Use of Evaluative Data for Instructional Planning and Decision Making in the Portland Public Schools. Year Two Report: September 1987-December 1988. 1987-88 Research Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- May 89
NOTE- 59p.; For year one report, see ED 291 778.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Case Studies; *Decision Making; Educational Assessment; *Educational Planning; Elementary Schools; Elementary Secondary Education; *Evaluation Utilization; *Instructional Development; Intermediate Grades; Middle Schools; Principals; School Surveys; Teacher Attitudes; *Test Use
IDENTIFIERS- *Portland School District OR
In July 1986, the Portland (Oregon) Public Schools began a 3-year study of the use of evaluative data in instructional planning and decision making in schools. This report summarizes the second year of the investigation, in which case studies of evaluative data use were conducted in one elementary school (kindergarten through grade 5) and one middle school (grades 6 through 8) in the Portland district. In the fall of 1987, the enrollment of the elementary school was 450 students and that of the middle school was 550 students. The case studies collected and analyzed ethnographic data on the use of formal tests and informal classroom assessments. Interviews and surveys with 239 teachers and 35 principals provided information on the wide range of evaluative data sources used in instructional planning and decision making. Study findings provide the basis for a Teacher Support Guide and technical support materials on the effective use of assessment information being developed in 1988-89. More evidence of data use was found than anticipated. A key factor in the use of evaluative data was the principal's attitude about and comfort with the data. Questions remain about whether the behaviors of principals and teachers in schools with high use of data are observably different from those with lower data use in schools. Further study of these questions will enhance the development of the assessment guide. Eight tables and three figures give study findings. Appendices A, B, and C present the case study survey, a summary of frequency tables, and the case study interview protocol, respectively. (SLD)

ED 312 305 TM 014 096

Goll, Paulette S.; And Others
Variables Associated with Students Being Classified as "At Risk."
PUB DATE- Oct 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Attendance; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Grade Repetition; *High Risk Students; *Labeling (of Persons); National Surveys; *Potential Dropouts; Predictive Measurement; *Predictor Variables; Student Promotion; Suspension
IDENTIFIERS- Phi Delta Kappa; Student Surveys
Data from the 1988 Phi Delta Kappa National Research Study on at-risk students were used in an analysis of variables associated with being classified as "at risk." The study collected information on over 22,000 at-risk and not-at-risk students from 274 schools and 9,600 teachers from across the United States. This analysis identified variables that had a significant correlation with students not being promoted (since not being promoted is a significant predictor of dropping out) and identified the relative importance of these variables in predicting patterns of non-promotion for grades 4, 7, and 10. The seven variables taken from the study questionnaire were: (1) number of times a student is not promoted; (2) number of siblings; (3) number of siblings who dropped out; (4) number of schools attended in the last 5 years; (5) age relative to grade level; (6) number of days absent in the 1987-88 school year; and (7) number of times suspended in that school year. Overall, absence and suspension were the two variables with the most impact on non-promotion and classification as "at-risk." These two variables were national in scope, and not simply the problems of large urban schools. Students are at risk because their disruptive behavior results in suspensions, and because they are not attending school. A matrix data sheet for the student survey and a table of correlation coefficients are included. (SLD)

ED 312 319 UD 026 595

Egazi, Moshe; And Others
Inputs and Outputs of Sponsored Comprehensive Schools in Israel.
Hebrew Univ. of Jerusalem (Israel). National Council of Jewish Women Research Inst. for Innovation in Education.
SPONS. AGENCY- Ministry of Education and Culture, Jerusalem (Israel).
PUB DATE- 84
NOTE- 200p.
LANGUAGE- English; Hebrew
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Budgeting; *Comprehensive Programs; Foreign Countries; Hebrew; Multilingual Materials; *Outcomes of Education; Research Problems; *Rural Schools; School Choice; *School Effectiveness; *School Holding Power; Secondary Education; Secondary Schools; Statistical Analysis; Student Characteristics; Teacher Effectiveness; *Urban Schools
IDENTIFIERS- *Israel

This report examines the educational opportunities offered by specially funded comprehensive secondary schools established in Israeli development towns during the 1960s. The results of an analysis of the 1980-81 academic year budgets of 51 schools in 26 towns, and an examination of the schools' absorption of students and their holding power, are summarized in Hebrew. A third study analyzes data for the academic years 1976-77 through 1978-79 on 45 schools and their approximately 31,000 students. Variables examined include the following: (1) type of school (sponsored or not); (2) comprehensiveness (single- or multi-track); (3) teacher quality; and (4) pupil composition. Pupil variables examined included the following: (1) background; (2) academic achievement; and (3) military achievement. Comparisons are made among 45 sponsored schools, and between the sponsored schools and 24 non-sponsored urban schools. Findings indicate that the sponsored comprehensive schools provide their students with opportunities that are different from the academic, mixed, and vocational urban schools examined, but further conclusions were inconclusive due to methodological difficulties. A list of references is included. The appendices include statistical data. (FMW)

ED 312 361 UD 027 125

Bates, Percy, Ed.; Wilson, Ted, Ed.
Effective Schools: Critical Issues in the Education of Black Children.
Michigan Univ., Ann Arbor. School of Education.; National Alliance of Black School Educators, Inc., Washington, DC.
PUB DATE- 89
AVAILABLE FROM- National Alliance of Black School Educators, 2816 Georgia Avenue, NW, Washington, DC 20001 ($6.00, plus $1.50 shipping and handling).
NOTE- 206p.; The articles in this volume were originally presented at the Ron Edmonds Summer Leadership Academy in Ann Arbor, Michigan, between 1983 and 1988.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Achievement; *Black Education; *Black Students; Educational Assessment; Educational Environment; *Educational Improvement; Elementary Secondary Education; Equal Education; Instructional Leadership; Mathematics Education; *School Effectiveness; School Law; Science Education
IDENTIFIERS- *Edmonds (Ronald R); *Effective Schools Research; Professionalism
This collection of essays focuses on how Ronald Edmond's work on effective schools and school improvement can affect the education of black children. The book represents a cooperative effort of the Charles D. Moody Research Institute, established as a vehicle for the program services of the National Alliance of Black School Educators (NABSE), and the Programs for Educational Opportunity at the University of Michigan School of Education. It includes a historical sketch of NABSE and a preface, and is comprised of the following chapters: (1) "Black Consciousness and Professionalism" (Hugh Scott); (2) "Is There a Black Identity?" (Shirley Jenkins Phelps, Asa Hilliard, and June Jackson Christmas); (3) "High Expectations" (Don Clark); (4) "Improving School Climate" (Trevor Gardner); (5) "Black Children and the Process of Development" (Jeff Howard); (6) "Instructional Leadership" (Jerome Harris); (7) "School Improvement: One District's Efforts" (Gene Carter); (8) "The Algebra of African-American Achievement" (Barbara Sizemore); (9) "Increasing Black Participation in Mathematics and Science" (Claude Maybury); (10) "Assessment and Effective Schools" (Ruth Love); (11) "Legal Issues and Effective Schools" (Aubrey McCutcheon); and (12) "Education: The Pathway to the Future for Black Youngsters" (John W. Porter). (AF)

ED 312 012 JC 890 521

Farland, Ronnald; Cepeda, Rita
Annual Report on Course and Program Approvals.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Nov 89
NOTE- 41p.; A part of the document is on colored paper which may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Credit Courses; Educational Trends; *Noncredit Courses; State Surveys; Two Year Colleges
IDENTIFIERS- *California
During 1987-88, the Chancellor's Office of the California Community Colleges approved a total of 28 new programs, 194 "stand alone" courses and 658 noncredit courses. Approval was granted for eight new health occupations programs; four in engineering and related technologies; three in law; two each in business/management, communications, fine and applied arts, consumer education/home economics, and commercial services; and one in interdisciplinary honors. Over half of the new courses were in interdisciplinary studies, 30 were in foreign languages, 15 in health occupations, 13 in education, and 10 in computer and information sciences. The program and course additions brought the total of programs offered systemwide to more than 7,000 and the total of courses offered to more than 137,000. An analysis of trends in course and program approvals between 1981-82 and 1987-88 revealed that: (1) the number of credit programs approved was 63 in 1981-82, 16 in 1983-84, and 38 in 1985-86; (2) the number of credit courses approved was 76 in 1981-82, 71 in 1983-84, and 109 in 1985-86; (3) the number of colleges offering noncredit courses increased from 64 in 1977-78 to 94 in 1987-88; and (4) the number of noncredit offerings increased from 10,782 in 1977-78 to 13,128 in 1987-88, with 1978-79 and 1979-80 representing the lowest years. (AYC)

ED 312 056 PS 018 310

Multi-Cultural Societies: Early Childhood Education and Care. Summary Report and Conclusions of an International Seminar (Granada, Spain, June 6-15, 1984).
Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Sep 84
AVAILABLE FROM- Bernard van Leer Foundation, P.O. Box 82334, 2508 EH, The Hague (Netherlands) (free).
NOTE- 33p.; Seminar supported by the Fundacion General Mediterranea.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Collected Works - Proceedings (021)
DESCRIPTORS- Biculturalism; *Bilingual Education; Community Involvement; Community Role; *Cultural Education; *Cultural Pluralism; *Day Care; *Early Childhood Education; Educational Resources; Family Role; Global Approach; Multicultural Education; Program Development; Seminars; Socialization; Young Children

The Bernard van Leer Foundation's seminar on early childhood education and care in multicultural societies brought together 31 project leaders and independent specialists from 19 countries for a consideration of common problems of multicultural education. Participants were selected for their expertise in working with minorities and migrants in early childhood care and education. Outstanding educators outside of the Foundation's network were invited in an effort to broaden participants' field of reference. This document's summary report and conclusion consist of 80 concisely addressed topics. The document is organized around four general categories: (1) the process of building on the cultural resources available from the cultural pluralism of modern society; (2) the roles of the family and the community in forming the young child; (3) bilingual and bicultural education in the classroom; and (4) the process of strengthening the community's capacity for the education of the child. Concluding remarks focus on the debate on multicultural education, motivation to learn, repressive aspects of a monocultural or nominally multicultural learning environment, student drop-out, teacher job satisfaction, collaboration between home and school, objectives of multicultural education, multicultural early childhood education, use of indigenous resources, and the aim of equitable institutional access. (RH)

ED 312 071 PS 018 349

Hearings on H.R. 24, Child Nutrition and WIC Amendments of 1989. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (February 8 and 28; March 2 and 23, 1989).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06594-6, $10.00).
NOTE- 319p.; Serial No. 101-28.
;LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Government; *Federal Legislation; *Federal Programs; *Government Role; Hearings; *Nutrition; Program Administration; Program Costs; Program Effectiveness; *Program Improvement
IDENTIFIERS- Congress 101st; Program Characteristics; *School Lunch Program; *Women Infants Children Supplemental Food Program
Hearings were held on the reauthorization of the Special Supplemental Food Program for Women, Infants, and Children (WIC) and the extension of the Child Nutrition and National School Lunch Acts. Testimony on WIC concerns: the importance of and need for the WIC program; state and federal funding of the program; program effectiveness; experiences of WIC consumers; ways to improve and expand the program; infant formula cost containment systems; program regulations; and other related concerns. Testimony on the child nutrition and school lunch legislation focuses on administrative reform of the program; the effects of cuts in funding for the nutrition programs; problematic aspects of program implementation; legislative recommendations; and a variety of child nutrition programs, including WIC and the Nutrition and Education Training, Summer Food, Child Food Care, CASH, and CLOC programs. (RH)

ED 312 165 SE 051 020

Decimals and Percents. Mathematics Series: Principles, Concepts and Applications.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
AVAILABLE FROM- Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, OK 74074 ($20.00).
NOTE- 264p.; For a related document, see SE 051 019. Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decimal Fractions; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Percentage; Problem Sets; Secondary Education; *Secondary School Mathematics; *Vocational Education
IDENTIFIERS- *Oklahoma

The "General Mathematics" series is intended to introduce students to basic mathematic principles and concepts and to provide the opportunity to apply those principles and concepts. This module, one of six in the series, will allow students to build or increase their level of understanding of decimals and percents, and will help students develop skills necessary to successfully convert fractions to decimals, convert decimals to percents, and solve problems using fractions, decimals, and percents. Units include: (1) "Place Values of Decimals"; (2) "Rounding Decimals"; (3) "Adding Decimals"; (4) "Subtracting Decimals"; (5) "Multiplying Decimals"; (6) "Dividing Decimals"; (7) "Converting Percents"; (8) "Solving Problems Using Percents"; and (9) "Reviewing Decimals and Percents." The standard format for each unit is as follows: performance objectives; suggested activities; information sheet; tests; pretests; and answer sheets; and, depending on the specific objectives, there may or may not be assignment sheets; job sheets; transparency masters and supplements. (YP)

ED 312 225 SP 031 521

Pearson, Reta Wolfe
Cooperative Learning in an Urban Science Classroom.
PUB DATE- 3 Aug 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Cooperative Learning; Group Dynamics; High Schools; Learning Problems; Peer Teaching; Science Instruction; *Student Attitudes; *Student Motivation; Teamwork; *Underachievement; Urban Schools

A description is given of a cooperative learning experience conduct with small groups of racially mixed, underachieving high school students. Twenty-nine students were organized in groups of three or four members each. The groups worked together in all laboratory assignments and daily work, and studied together for quizzes and tests in a science class. The students were graded as a group. The effectiveness of the treatment was determined by comparing the six weeks grade averages for the fourth, fifth, and sixth grading period. A comparison of the averages revealed no statistically significant differences between them. While the experiment was not successful in increasing the sample's six weeks grade average, an improvement was noted in the classroom atmosphere and the students were apparently more motivated to achieve good marks. (JD)

ED 312 242 SP 031 590

Physical Education Concept Paper. Number 1.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Athletics; Class Size; Coeducation; *Curriculum Development; Elementary Secondary Education; *Health Education; *Physical Education; *Recreational Activities; Role Models; Student Evaluation

This paper results from the Oregon Action Plan for Excellence, which defines goals and outcomes of the K-12 school experience. This Physical Education Concept Paper, the first of a series, is presented as a challenge to Oregon physical educators to confront constructively and resolve issues with implications for school physical education programs. It identifies and discusses the following issues and trends in physical education: (1) class size; (2) quality of instruction vs athletics and recreation; (3) coeducational physical education; (4) role models; (5) educational technology; (6) equity for all in programs and practices; (7) student evaluation and grading; (8) health-related or skill-related programs; and (9) administrative support and leadership. A list of questions for administrators and teachers to use to rate themselves and their programs concludes the paper. (JD)

ED 312 260 SP 031 662

Physical Education Competencies and Key Skills for Missouri Schools. Grades K-8 and High School.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- Adapted Physical Education; *Athletics; Curriculum; Elementary School Curriculum; Elementary Secondary Education; *Lifetime Sports; *Physical Education; *Program Development; Safety; Secondary School Curriculum; *State Standards
IDENTIFIERS- *Missouri

This publication presents state guidelines for the physical education departments of elementary and secondary schools in Missouri. The following areas are covered: (1) administrative areas and concerns; (2) program implementation; (3) criteria for identification of exemplary programs; (4) available resource materials; and (5) scope and sequence of curriculum for kindergarten through high school. Publications and resources are listed and the Missouri physical education program assessment instrument is appended. (JD)

ED 312 333 UD 027 038

Jennings, Susan

Increasing the Number of Minority Youth Ages Twelve through Fourteen Years Involved in the Crisis Intervention Program by Increasing the Number of Minority Adults Involved in the Provision of Services.

PUB DATE- 88
NOTE- 59p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Black Youth; *Crisis Intervention; Cultural Awareness; Family Problems; High Risk Persons; Minority Group Influences; *Outreach Programs; Runaways; *Social Networks; Staff Development; Urban Areas; *Youth Problems
IDENTIFIERS- Cultural Sensitivity; *Florida; Natural Helpers

The racial composition of participants in a Florida crisis intervention agency's programs indicated that, among the population at risk, black youth were overrepresented in State delinquency and child welfare programs and underrepresented in the agency's intervention services. This practicum was designed to enhance the agency's ability to reach more high risk minority youth. The report is divided into five chapters. Chapter I, "Introduction," describes the urban community involved and the author's work setting and role of the executive director, who conducted this practicum. Chapter II, "Study of the Problem," is comprised of the following sections: (1) problem statement (2) evidence of the problem; (3) possible causes of the problem; and (4) a literature review. Chapter III, "Anticipated Outcomes and Evaluation Instruments," discusses the practicum's goals, and means to measure their accomplishment. Chapter IV, "Solution Strategy," describes steps taken by the director, including staff training in cultural sensitivity, extension of outreach services into troubled and minority communities in the county, recruitment of more minority adult and youth leaders for overall agency leadership, and development of a network of services to assist and track youth through the referral process. Chapter V, "Results, Conclusions and Recommendations," summarizes the effects of the strategies employed. Three appendices provide relevant forms, and a list of 13 references are included. (AF)

ED 312 026 JC 890 537

Pincus, Fred L.; Archer, Elayne

Bridges to Opportunity: Are Community Colleges Meeting the Transfer Needs of Minority Students?

Academy for Educational Development, Inc., Washington, D.C.; College Entrance Examination Board, New York, N.Y.

PUB DATE- 89

AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., NW, Washington, DC 20037 ($2.00 postage and handling).

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Affirmative Action; *College Transfer Students; *Community Colleges; Educational Assessment; *Enrollment Influences; Higher Education; *Minority Groups; Program Descriptions; School Effectiveness; *Student College Relationship; Student Needs; Two Year Colleges; Two Year College Students

Drawing from research conducted by the Academy for Educational Development and the College Board, this booklet presents nine recommendations to enhance the transfer function of community colleges, especially for minority students; provides a rationale for the recommendations; and describes two major programs to promote the transfer function. Chapter 1 sets forth the following recommendations: (1) the transfer function should be the central role of community colleges; (2) the culture of the urban community college should emphasize intellectual rigor and critical thinking; (3) urban community colleges must promote a vibrant on-campus community, especially for minority students; (4) dual admissions programs should be established; (5) databases using common definitions of "transfer" and "transfer student" should be established; (6) community colleges should aggressively promote their upgraded transfer programs among high school students and staff; (7) each state should offer financial incentives to reward community colleges with successful transfer programs; (8) a federally funded scholarship for low-income students who transfer should be created; and (9) not-for-profit foundations should establish programs to enhance transfer rates. Chapter 2 provides an overview of the changing transfer function in community colleges, offering data on the percentages of students who wish to transfer, who actually do transfer, and who receive bachelor's degrees. In addition, student-centered, institutional, social, and political factors that have had a negative effect on transfer rates are examined. Chapter 3 describes and reviews the achievements of the Upper Division Scholarship Program, which was initiated by the Ford Foundation to facilitate the transfer of academically well qualified, but economically disadvantaged, minority students; and finally, chapter 4 provides an overview of the Urban Community Colleges Transfer Opportunities Program, a two-phase program to help selected community colleges improve minority transfer rates. In each of these chapters, conclusions drawn from the successes of the projects are presented. Includes 36 references. (AYC)

ED 312 087 PS 018 373

Poresky, Robert H.; Hendrix, Charles
Companion Animal Bonding, Children's Home Environments, and Young Children's Social Development.
Kansas State Univ., Manhattan. Dept. of Human Development and Family Studies.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (21st, Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; *Attachment Behavior; Empathy; *Family Environment; Family Relationship; *Individual Development; Interviews Ownership; *Preschool Children; Preschool Education; *Social Development; Surveys
IDENTIFIERS- *Pets
These exploratory studies focused on child-pet bonding and the effect of the quality of children's home environments on the social development of preschoolers. Survey data from 88 parents regarding the parents, their homes, and their preschool child provided empirical support for the hypothesis that young children derive developmental benefits from their interactions with pets. Additional data from home interviews with some families provided further support for the general premise that there are developmental benefits to children from interacting with pets. Benefits were primarily in the social domain, and involved social competence, empathy, and attitudes towards pets. "Pet bonding" appeared to be a stronger determinant of pet-associated benefits than pet ownership. Other family elements, including Environmental Assessment Index measures of the quality of home environments, were associated with pet ownership and bonding and the children's development. Children with pets and children with better home environments had higher age-adjusted child development scores. Further research is recommended for the purposes of replicating these results and clarifying their complex linkage. (RH)

ED 312 116 RC 017 242

1980 Census Supplementary Questionnaire Program. A Statistical Profile of the American Indian, Eskimo, and Aleut Population.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 86
NOTE- 107p.; For related documents, see RC 017 241 and 017 243.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; *American Indian Reservations; *American Indians; Census Figures; *Educational Attainment; Enrollment Rate; Graphs; Health Services; Housing; *Housing Deficiencies; *Population Distribution; Profiles; Tribes
IDENTIFIERS- *Census 1980; Group Characteristics; Oklahoma; Service Utilization

This profile provides data from the 1980 census on American Indians, Eskimos, and Aleuts in the total U.S. population, on American Indian reservations, and in historic areas of Oklahoma (excluding urbanized areas). Bar graphs illustrate data on (1) the overall population; (2) population by geographic region; (3) population by standard federal administrative region; (4) population and percentage of total U.S. Indian population on the 10 American Indian reservations with the largest populations; (5) populations of the 10 tribal governments with the largest populations; (6) populations and percentage populations in the historic areas of Oklahoma by tribe and county; (7) tribal enrollment rates for selected reservations, Oklahoma tribal governments and Oklahoma counties; (8) enrollment rates of persons aged 15-19 in BIA or tribal school for selected reservations, Oklahoma tribal governments, and Oklahoma counties; (9) percentage of adults who completed less than five years of school for selected reservations, Oklahoma tribal governments, and Oklahoma counties; (10) percentage of high school graduates for selected reservations, Oklahoma tribal governments, and Oklahoma counties; (11) percentage of persons who always lived on reservation; (12) percentage of Indian population receiving health care for selected reservations, Oklahoma tribal governments, and Oklahoma counties; (13) number of housing units with an American Indian, Eskimo, or Aleut householder or spouse for selected reservations, Oklahoma tribal governments, and Oklahoma counties; and (14) percentage of housing units without electric lighting, without refrigerator, without telephone, with outhouse or privy, and with more than 1.01 persons per room. (SV)

ED 312 131 SE 050 900

Morrison, David; Samz, Jane
Voyage to Jupiter.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
PUB DATE- 80
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($9.00).
NOTE- 208p.; Colored photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; *Astronomy; Satellites (Aerospace); Science Materials; *Science Programs; *Scientific Research; Scientists; *Space Exploration; *Space Sciences
IDENTIFIERS- *Jupiter; National Aeronautics and Space Administration; *Voyager Mission
This publication illustrates the features of Jupiter and its family of satellites pictured by the Pioneer and the Voyager missions. Chapters included are: (1) "The Jovian System" (describing the history of astronomy); (2) "Pioneers to Jupiter" (outlining the Pioneer Mission); (3) "The Voyager Mission"; (4) "Science and Scientsts" (listing 11 science investigations and the scientists in the Voyager Mission); (5) "The Voyage to Jupiter--Getting There" (describing the launch and encounter phase); (6) "The First Encounter" (showing pictures of Io and Callisto); (7) "The Second Encounter: More Surprise from the 'Land' of the Giant" (including pictures of Ganymede and Europa); (8) "Jupiter--King of the Planets" (describing the weather, magnetosphere, and rings of Jupiter); (9) "Four New Worlds" (discussin the nature of the four satellites); and (10) "Return to Jupiter" (providing future plans for Jupiter exploration). Pictorial maps of th Galilean satellites, a list of Voyager science teams, and a list of th Voyager management team are appended. Eight technical and 12 non-technical references are provided as additional readings. (YP)

ED 312 149 SE 051 000

Middle and High School Science Education Program Management Guide SY89-90. Edition Two Revised.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Sep 89
NOTE- 114p.; For first revised edition, see ED 295 809. Pages with drawings may not reproduce well. Title in two editions varies slightly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroo Use (for Administreive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; *Science Departments; Science Education; *Science Programs; *Science Supervision; *Science Teachers; Secondary Education; *Secondary School Science
This publication was written for use by the Department of Defense Dependent Schools Pacific Region science coordinators, school principals, science department chairs and teachers as they worked to identify strengths and weaknesses of science programs in middle and high schools. It can also be used by science coordinators, during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of the visit; teachers, specialists, and administrators visited; the science department; science budget; library and media center; computer program in science; science curriculum guides; sequential learning guidee; science courses; science teaching staff; adopted textbooks; science laboratories; science teacher inservice program; student handbook and course description guides; North Central Association evaluation; school improvement plan; standardized testing program; school wide action plan; and general obeervations and recommendations. The appendix includes portions of each memorandum and other documents cited in context and listed in the beginning of this publication. These are: science quality program indicators; administrator's guide; science objectives; definition of laboratory science courses and science laboratory sessions; sequential learning guide; course titles and student information system computer codes; approved textbook listing; North Central Association standards for secondary schools (staffing); educator applicant evaluation guide; and high school graduation requirements. (YP)

ED 312 209 SO 020 338

The Soviet Union and Eastern Europe. Teachers' Guide.
Indiana Univ., Bloomington. Russian and East European Inst.
PUB DATE- Aug 89
AVAILABLE FROM- Indiana University, Russian & East European Institute, Ballantine Hall 565, Bloomington, IN 47405 (free).
NOTE- 81p.; Maps may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; *Communism; Cross Cultural Studies; *Cultural Differences; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Foreign Culture; *International Studies; Maps; Resource Materials
IDENTIFIERS- Albania; Bulgaria; Czechoslovakia; *Eastern European Studies; East Germany; Hungary; Poland; Rumania; USSR; Yugoslavia

Basic material on the Soviet Union and Eastern Europe is presented in this teachers' guide in such a way that teachers can incorporate it into the daily curriculum or utilize it through special units or projects. The guide is divided into two sections, one covering the Soviet Union, the other Eastern Europe. The Soviet Union section discusses geography, education, life style and cost of living, government and the Communist Party, the centrally planned economy, and religion. Each topic followed by suggestions for classroom or individual study projects. Also included in this section are a U.S./Soviet price comparison, a chronology of Soviet history, information on the Cyrillic alphabet, and a USSR word search game and geography puzzle (answers included). The Eastern Europe section contains general information as well as discussions of these individual countries: Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumania, and Yugoslavia. Maps of all countries are provided. The section also includes a 69-item basic bibliography for Eastern Europe, a chronology for each country discussed, and a word search game and geography puzzle (answers provided). (JB)

ED 312 290 TM 014 052

Moely, Barbara E.; And Others
A Developmental Perspective on Teachers' Cognitions about Memory Strategies and Metacognition in Classroom Teaching.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attribution Theory; Child Development; *Classroom Techniques; Cognitive Processes; *Developmental Stages; Elementary Education; Elementary School Students; *Elementary School Teachers; Learning Strategies; Mathematics Instruction; Memory; *Metacognition; Spelling Instructio *Study Skills; Teacher Attitudes; *Teacher Response
The ways in which teachers' cognitions about classroom practice vary with the developmental level of the children they teach and the subject matter taught were studied through interviews with 40 teachers. Participants were 8 teachers of kindergarten and grade 1, 10 teachers of grade 2, 11 teachers of grade 3, and 11 teachers of grades 4, 5, an 6. Interviews contained a set of questions to determine teachers' view of effective procedures for encouraging children's study and retention of spelling and mathematics materials. A set of 13 strategies was formulated to summarize the kinds of study activity teachers said they suggested to children and parents. Analysis indicated that strategies were more likely to be described during discussions of spelling instruction than in remarks about mathematics. Mention of particular strategies varied as a function of grade and subject matter. Teachers valued the development of strategies and attributed the success of hig achievers to their use of study strategies, their reliance on assistance from other persons, and their ability. However, poor performance was seldom attributed to failure to use strategies effectively. Results indicate that teachers were sensitive to developmental changes in children across the elementary years as reflected in the strategies they suggested. A table summarizes the strategies suggested, and a bar graph illustrates teacher attributions for the success of high achievers. (SLD)

ED 312 347 UD 027 088

Retention Patterns in the Los Angeles Unified School District, 1982-83. Publication No. 441.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Feb 85
NOTE- 25p.; For 1983-84 report, see UD 027 089.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; *Age Differences; Elementary Secondary Education; *Grade Repetition; *Racial Differences; School Statistics; *Sex Differences; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides information on the number and percentage of students retained in grade during the 1982-83 school term in the Los Angeles Unified School District (LAUSD). Data were analyzed from reports filed by all principals and from the LAUSD Racial and Ethnic Survey, Fall 1982. Children's centers, adult schools, occupational centers, and development centers for the handicapped were not included. Results are reported by sex, grade, and ethnicity. The following major findings are reported: (1) the number of students retained in June 1983 (27,168 or 4.9 percent of all enrolled) decreased slightly from June 1982 (5.0 percent); (2) retention rates varied across administrative sectors; (3) more males (59 percent) than females (41 percent) were retained in grade; (4) for each ethnic group, except American Indians/Alaskan Natives, more males were retained than females; (5) retention rates for secondary students were higher than for elementary students; (6) more students were retained in grade 1 than in any other elementary grades; (7) more students were retained in grade 10 than in any other secondary grades; and (8) Black and Hispanic students were retained at proportionately higher rates than students in other ethnic groups. Statistical data are included on 13 tables. (FMW)

ED 312 041 PS 018 262

Kasten, Wendy C.; Clarke, Barbara K.
Reading/Writing Readiness for Preschool and Kindergarten Children: A Whole Language Approach. FERC Research Project Report.
SPONS. AGENCY- Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 6 Oct 89
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Classroom Research; Comparative Analysis; Early Childhood Education; *Kindergarten Children; Literacy; *Preschool Children; Pretests Posttests; *Reading Readiness; *Student Attitudes; *Writing Readiness
IDENTIFIERS- *Emergent Literacy; *Whole Language Approach
This report details a year-long study of the emerging literacy of preschoolers and kindergarteners in two southwest Florida communities. Using a quasi-experimental design, investigation focused on two preschools and two kindergarten classes that implemented certain strategies associated with a whole language philosophy, including daily shared reading experiences and weekly opportunities to write freely. The classes and matched comparison groups were pretested and posttested with qualitative and quantitative measures, including the Goodman Book Handling Task, a story retelling inventory, the Metropolitan Early School Inventory (ESI), and the Metropolitan Readiness Test. Findings indicated that the preschool experimental classes performed significantly better than comparison groups on the Goodman Book Handling task, the story retelling inventory, and on subtest C of the ESI. Kindergarten experimental classes performed better than their comparison groups on the Goodman Book Handling task, subtests B, C, E, and F of the Metropolitan ESI, and the Metropolitan Readiness Test. Experimental subjects not only knew more than their comparison peers on meaningful aspects of reading, but exhibited enthusiasm for books and stories, and were observed developing attitudes toward literacy that are not measurable. Over 35 references are cited. (Author/RH)

ED 312 072 PS 018 350

Regulation and Provision of Child Day Care in Virginia. Report of the Joint Legislative Audit and Review Commission to the Governor and th General Assembly of Virginia. House Document No. 3.
Joint Legislative Audit and Review Commission, Richmond, VA.
PUB DATE- 11 Sep 89
NOTE- 199p.; For staff briefing, see ED 309 851.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Certification; Cost Estimates; *Day Care Centers; *Definitions; Early Childhood Education; *Family Day Care; *Policy Formation; Program Development; Questionnaires; State Legislation; *State Programs; State Standards
IDENTIFIERS- Program Characteristics; *State Regulation; State Role; *Virginia

; Findings and recommendations regarding the regulation and provision of child day care in Virginia are reported. Most of the data in the report are based on recent Joint Legislative Audit and Review Commission surveys of parents, child care providers, regulatory personnel, and child care programs in other states. In general, child day care in Virginia is regulated by the State's Department of Social , Services through the licensing of child care centers and family day care homes. However, only about 3% of all providers are licensed, and there is no clear, comprehensive goal governing regulation. Consequently, regulation has been applied narrowly and inconsistently. To ensure the protection of children in care, child day care arrangements should be regulated by the state in a fair, consistent manner. This report presents several options which would provide for more comprehensive, equitable regulation of child day care providers. The Commonwealth has undertaken a number of program initiatives designed to improve availability and promote high quality for child da care. Other initiatives that would promote availability, affordability and high quality in child day care are presented; these include: allowing schools to provide before- and after-school care, expanding resource and referral services, and increasing provider training and parent education. Cost of regulation estimates and other related materials are appended. (RH)

ED 312 102 RC 017 222

Marlow, Christine
Developing Services for Employed Women: Building on Existing Networks.
PUB DATE- Jul 88
NOTE- 13p.; Paper presented at the Annual Meeting of the National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; *Clerical Workers; *Coping; *Employed Women; Helping Relationship; *Help Seeking; Hispanic Americans; Human Services; Program Development; Social Networks; Social Science Research; *Social Support Groups; Surveys
IDENTIFIERS- New Mexico (Las Cruces)
The employed woman often finds herself struggling to maintain multiple roles as wife, mother, and worker. Programs serving employed women's needs are a limited commodity in the United States, particularly in rural areas with a relative absence of human services. One approach to program planning in this area is through the examination of the structure of women's natural or informal helping networks. A survey was conducted of 250 female clerical workers in Las Cruces, New Mexico, to study their social support networks. Subjects were 41% Hispanic and 57% Anglo. They had a mean age of 34. Seventy percent lived with their husbands or mates, and 50% had children under the age of 18 at home. When they needed help coping, 76% of married women turned to their husbands; 44% of the total sample turned to family, 55% to friends, 36% to coworkers, 15% to supervisors, and 13% to priests, curanderos, physicians, or counselors. These women would like to turn more to professional counselors, and less to other family, children, and friends, but the discrepancies between actual and desired supports were not large. Anglo and Hispanic women showed few differences in their patterns of use of support persons. The development of formal services for these women must take advantage of existing support systems. This report contains 16 references. (SV)

ED 312 181 SO 020 268

Fine Arts Evaluation.
Nanaimo School District #68 (British Columbia).
PUB DATE- May 88
NOTE- 156p.; Parts of the document are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Curriculum Evaluation; Drama; Dramatics; Elementary Secondary Education; Foreign Countries; Music; *Music Education; *Program Evaluation; Questionnaires; School Surveys; Self Evaluation (Groups); *Theater Arts; Visual Arts
IDENTIFIERS- British Columbia (Nanaimo)

The fine arts as defined by the Ministry of Education (British Columbia) include music, art, and drama with the curriculum focusing on two concepts: creation and appreciation. One of the aims of School District #68 (Nanaimo) is to provide students with the opportunity to gain exposure to, and experience in, fine arts. The Fine Arts Evaluation Committee was formed on November 9, 1987 by the Board of School Trustees of School District #68 as part of their ongoing commitment to evaluation of programs. Sub-committees were formed for the areas of music, art, and drama in order to: (1) reflect the integrity of each subject area; (2) utilize to the fullest the expertise of the committee members; and (3) share the workload. Information was gathered through the use of questionnaires sent to principals, subject specialists, and classroom teachers. The questionnaires collected data about the following aspects of the fine arts program: (1) support for the program; (2) existing program; (3) personnel; (4) facilities; and (5) funding. Additional data was gathered by means of interviews and observations made at various schools in the District. A number of recommendations are made by the committee in each fine arts area. Recommendations of the committee as a whole include the following: (1) that although traditionally there has been a music coordinator for the district, that leadership has been lacking in the areas of drama and art and needs to be corrected; and (2) that the coordinator positions should have input into budgetary, program, and staffing decisions. In-depth reports for each fine arts area form a substantial part of this document; each report includes summaries and conclusions, and specific area recommendations for both the elementary and secondary levels. Three appendixes containing respectively, the Fine Arts Evaluation Interim Report of 1988; teachers' comments and survey response data; and biographical sketches of the teachers involved. (PPB)

ED 312 195 SO 020 295

Million, Anne
Oklahoma and the United States Constitution: A Selected and Annotated Bibliography.
PUB DATE- 87
AVAILABLE FROM- Anne Million, University of Oklahoma Libraries, 401 West Brooks, Norman, OK 73019.
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- Annotated Bibliographies; Black Education; Blacks; *Civil Liberties; *Civil Rights Legislation; *Constitutional Law; Court Litigation; *Desegregation Litigation; Equal Protection; Federal State Relationship; Racial Integration; Racial Relations; *School Desegregation; Social Bias
IDENTIFIERS- Native Americans; *Oklahoma; Supreme Court; *United States Constitution
This annotated bibliography focuses on the constitutional role of Oklahoma by highlighting the constitutionally significant cases that arose during the territorial period and after statehood. The intention is to bring important constitutional issues closer to home, and thereby create an appreciation for the Constitution as a vital, living instrument of the government. No attempt has been made at comprehensiveness. Rather, the cases and other studies selected for inclusion are those that illustrate a decisive change in constitutional thinking or represent a milestone in constitutional development. An introductory essay provides background information on how Oklahoma entered the mainstream of constitutional development. The bibliography is divided into three sections. "Historical Background" contains 7 items on Native American beginnings and 13 on border disputes. "Civil Rights and Liberties" contains 39 items on black-white relations, 18 of which are education-related (most deal with desegregation at the college level, e.g., "Social Forces in the Admittance of Negroes to the University of Oklahoma", and "The Negro Teacher and the Fourteenth Amendment"), and 22 items on individual rights. "Governmental Relations and Powers" contains 22 items. Approximately one-third of the items listed in the bibliography are legal cases. Descriptive annotations are provided for all items. (JB)

ED 312 226 SP 031 522

Glasgow, Melanie C.
Learner Motivation: Can It Be Increased by the "Free-Homework" Pass.
PUB DATE- 1 Aug 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Homework; Junior High Schools; Junior High School Students; *Learning Strategies; *Rewards; *Student Motivation
This paper describes the effect of a tangible reward system that was used as a motivator for 92 average-ability suburban junior high school students in an earth science class. Every 2 weeks a student's cumulative performance on daily classroom work and homework was monitored. Each student who completed 100 percent of the work assigned over the 2 weeks was given a "free-homework" pass. The pass could be used in replacement of a future homework assignment for a grade of 100. For a student to receive credit for completing an assignment, a grade of 70 percent or above for the task was required. The pass was a certificate publicly presented to the applause of the other students in the class. Data were collected for a period of 12 weeks, 6 weeks for the pre-treatment and 6 weeks for the treatment period. An analysis of data collected during the treatment indicated that the recognition reward was effective. (JD)

ED 312 243 SP 031 594

Carrow, Patricia A.
The Effects of Consultation on Teacher Anxiety, Perceptions of Student Behavior, Plan Implementation and Satisfaction.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 87
AVAILABLE FROM- FERC P.O. Box 506, Sanibel, FL 33957 ($3.00).
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Anxiety; Behavior Problems; Classroom Techniques; *Counseling Techniques; *Counselor Client Relationship; *Counselor Training; Elementary Education; Faculty Advisers; *School Counselors; Student Behavior; Student Needs; *Teacher Attitudes
IDENTIFIERS- *Systematic Facilitative Approach to Consultation
The overall goal of teacher consultation is to improve upon the teacher's problem solving skills by addressing the immediate objective of solving student-centered problems. This study investigated the effects of the Systematic Facilitative Approach to consultation (SFA) and a written orientation to consultation with elementary school teachers. More specifically, in this study, the effects of three experimental conditions of consultation were examined: (1) the SFA to consultation; (2) a written orientation to the SFA approach; and (3) no treatment control group (delayed treatment). The effects of the experimental conditions were investigated regarding four dependent variables: (1) teacher anxiety related to a target student; (2) teacher perception of student classroom behaviors; (3) plan of action implementation; and (4) consultee satisfaction with consultation. Following the introductory chapter, chapter 2 presents a review of the related literature. Methodology is addressed in chapter 3, with information on the dependent and independent variables, population and sampling procedures, design of the study, description of the treatment groups, research procedures, consultant training, analyses of data, and methodological limitations. Chapter 4 contains the research findings and data analyses. The conclusions, limitations, implications and recommendations are discussed in chapter 5. (JD)

ED 312 261 SP 031 680

Feiman-Nemser, Sharon
Teacher Preparation: Structural and Conceptual Alternatives. Issue Paper 89-5.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.50).
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Teaching; Elementary Secondary Education; Excellence in Education; Fundamental Concepts; Higher Education; Preservice Teacher Education; *Program Content; *Program Design; Program Length; *Research Reports; *Teacher Education Programs
This paper focuses on different ways of conceiving and carrying out teacher preparation. It examines some ideas about how teachers should be prepared and offers some frameworks for looking at distinctive approaches and alternatives. It also discusses the state of the art concerning programs of initial teacher preparation and indicates where conceptual, empirical, and practical work is needed. In discussing needed changes in teacher preparation, people tend to emphasize either structural or conceptual issues. Tied to policy mandates and questions of supply and demand, structural alternatives reflect political and economic considerations more than what teachers need to know. On the other hand, conceptual alternatives reflect different views of teaching and learning to teach and suggest different orientations to the preparation of teachers. A review of research-in-progress is presented, designed to generate information about different approaches and alternatives. (JD)

ED 312 276 TM 014 017

Sex and Race Differences on Standardized Tests. Oversight Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
PUB DATE- 23 Apr 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
NOTE- 309p.; Serial No. 93. Portions contain small/semi-legible print.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Admission (School); Classification; *College Entrance Examinations; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Females; Handicap Discrimination; Hearings; Higher Education; High Risk Students; Minority Groups; Occupational Tests; Politics of Education; *Racial Differences; *Sex Differences; *Standardized Tests; *Test Bias
IDENTIFIERS- Admissions Testing Program; Congress 100th; Educational Testing Service; *Scholastic Aptitude Test

The purpose of this 1-day hearing was to assess the level and effects of bias based on gender and race differences affecting standardized tests. The focus was on examining the role of standardized tests with respect to educational and employment opportunities for women and minorities. Testimony or statements from 14 witnesses are presented. Subjects addressed include the influence of test scores on entry into gifted programs, uses of the Scholastic Aptitude Test, the impact of standardized testing on children at risk, misclassification of minority students, testing of the handicapped, politics of testing, the Admissions Testing Program of the College Board, test fairness assurances, and the Educational Testing Service's sensitivity review process and its standards for quality and fairness. (TJH)

ED 312 306 TM 014 098

Hernandez, Donald J.
Specifying Family Relationships in the Decennial Census and Census Bureau Surveys.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Statistical Association (Washington, DC, August 6-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Census Figures; *Data Collection; *Demography; Family Characteristics; Family History; *Family Relationship; National Surveys; *Research Methodology; *Statistical Analysis; Statistical Data
IDENTIFIERS- Bureau of the Census; Current Population Survey; Decennial Census Procedures; Marital History; Survey of Income and Program Participation

Changes initiated by the United States Bureau of the Census to data collection on family relationships in the decennial census of the population, the Current Population Survey, and the Survey of Income and Program Participation are reviewed. In the last 5 years, innovations have centered on developing new approaches to identifying the array of family relationships within households and to developing new approaches to analyzing recently available historical and contemporary data on families. While most of these innovations improve the data collection process, not all can be construed as progress. In the 1990 census no marital history data will be collected, which will mean the loss of an important opportunity to explicitly identify parent-child and husband-wife relationships in society. (SLD)

ED 312 320 UD 026 851

Commitment and Compassion. Boston's Comprehensive Policy for the Homeless. Winter 1988-89.
Emergency Shelter Commission, Boston, MA.
PUB DATE- Nov 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Programs; Economically Disadvantaged; Emergency Programs; Federal Aid; *Health Services; *Homeless People; *Housing Needs; *Job Training; Personal Narratives; Program Descriptions; Urban Programs
IDENTIFIERS- *Massachusetts (Boston); *Stewart B McKiney Homeless Assistance Act 1987

The people of the City of Boston have made a commitment that, during the Winter of 1988-89, no homeless person will be denied a warm bed, a hot meal, quality health care, and transportation to shelters. This document comprises a progress report on Boston's efforts to address the needs of the homeless. The following summary points are discussed: (1) the number of shelter beds has increased 183 percent since 1983; (2) nearly half of the homeless in Boston come from outside the city; (3) two-thirds of the shelter beds in Massachusetts are located in Boston, although the city represents only 10 percent of the State's population; (4) since 1984, over $44 million of public, private, and foundation funds have been allocated for projects and programs, and city resources totalling $21.7 million have levered almost $23 million in additional funding; (5) the HealthLink program at Boston City Hospital has provided comprehensive medical services to over 8,000 people since 1985 (6) the Mayor, as Chairman of the U. S. Conference of Mayors Task Force on Hunger and Homelessness, has worked for the enactment of the federal Stewart B. McKinney Homeless Assistance Act, which has provided $4.2 million used by 87 non-profit agencies for a variety of programs; (7) Boston has had over 13,000 housing starts since 1984 and the number of vacant public housing units awaiting rehabilitation has declined from 3,750 to 900, with full occupancy scheduled for 1991; and (8) a key element of the City's approach has been to go beyond basic shelter needs and to help homeless persons become more independent and self-sufficient by developing such programs as transitional and single-room occupancy (SRO) housing, job training, and health care. Statistical data are included on four graphs and two tables. (FMW)

ED 312 362 UD 027 126

Intergroup Conflict in Los Angeles County Schools. Report on a Survey of Hate Crime.
Los Angeles County Commission on Human Relations, Calif.
PUB DATE- Oct 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Antisocial Behavior; Elementary Secondary Education; Ethnic Bias; *Minority Groups; Racial Bias; *Racial Relations; Sex Bias; *Student Attitudes; Surveys; Teachers; Teacher Student Relationship; *Urban Schools; Victims of Crime; *Violence
IDENTIFIERS- *California (Los Angeles)

This report discusses the findings of a survey on school hate crime which was distributed to all schools in Los Angeles County (California). The survey was designed to assess the level of inter-ethnic conflict and hate crime on kindergarten through twelfth-grade campuses. Chapter 1 discusses the background of the problem, including information about the methodology used to study hate crime and the operational definition of hate crime. Chapter 2 recounts incidents against students and analyzes the data on who the victims are. The following types of incidents are discussed: (1) racial; (2) religious; (3) gay/lesbian; and (4) immigrant. The following information about the hate crime incidents is also provided in this chapter: (1) school levels responding; (2) types of hostility; (3) links to hate groups; and (4) actions taken against the perpetrators. Chapter 3 reports the incidents against school employees--including what types of hostility were reported, and what actions were taken against their perpetrators. Chapter 4 provides a profile of schools at risk for hate crime and discusses possible resources that can be used to prevent hate crime. Also included in the report are sections on findings and commission actions. A copy of the survey is appended and three figures are included. (JS)

ED 312 013 JC 890 522

Farland, Ronnald; Cepeda, Rita
Report of a Study of "Study Abroad" Programs, 1984-88.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Nov 89
NOTE- 28p.; Prepared for discussion as Agenda Item 8 at a meeting of the Board of Governors of the California Community Colleges (San Diego, CA, November 29-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Credit Courses; *Program Administration; Program Effectiveness; Questionnaires; State Surveys; *Study Abroad; Teacher Selection; Two Year Colleges
IDENTIFIERS- *California
In 1989, a study was conducted to evaluate the study abroad programs offered for credit by California community colleges. Questionnaires were mailed to chief instructional officers at each community college, requesting information on the programs offered between 1984 and 1988. Study findings, based on responses from all 36 community college districts, included the following: (1) 36 districts reported that students from at least one district college studied abroad during 1988, and five additional districts intended to establish programs in 1989 or 1990; (2) overall, the 36 districts offered a total of 94 study abroad programs in 1988; (3) 2,834 students participated in study abroad programs in 1988, compared to 855 in 1984, 1,275 in 1985, 1,317 in 1986 and 2,512 in 1987; (4) in 1988, two-thirds of the study abroad students were women, two-thirds were between the ages of 18 and 29, and only 12% were Asian, Black, or Hispanic; (5) in 1988, Great Britain was the most popular location for study abroad programs, followed by France and Mexico; (6) in 1988, 32.6% of the credits earned were in foreign languages, 23.7% in humanities, and 16.1% in social sciences; (7) criteria used in faculty assignments included subject matter expertise, variety of courses a faculty member was qualified to teach, demonstrated ability to work under unusual conditions, and language fluency; (8) 64% of the districts reported that student selection was based upon prior completion of a specified number of units; and (9) most districts contracted out for non-instructional program components. Based on study findings and statewide objectives for international education, a series of guidelines for study abroad were developed, covering college policies and/or procedures, faculty selection, student access, security and safety, contractor selection, and promotional materials. The survey instrument is appended. (AYC)

ED 312 057 PS 018 317

Dweck, Carol S.; Henderson, Valanne L.
Theories of Intelligence: Background and Measures.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Goal Orientation; Group Testing; *Intelligenc *Measures (Individuals); *Test Format
IDENTIFIERS- *Confidence (Psychoemotional State)
Research on implicit beliefs or theories about intelligence has show that those with entity theories tend to be oriented toward performance goals--that is, toward documenting their intelligence, while those wit incremental theories tend to be oriented toward learning goals--that i toward developing their intelligence. This paper discusses measures used to assess individuals' theories, confidence, and goal orientation Appendices provide: (1) an intelligence belief measure suitable for children 10 years of age and older; (2) three confidence measures: one suitable for children 9-12 years of age, and two suitable for children of 12 years and older; and (3) a goal orientation measure. Concluding remarks express the hope that the measures will prove to be useful to other researchers. (RH)

ED 312 088 PS 018 374

Ryan, Susan Fay
Advocating Cultural Literacy and Creative Play for Youngsters through a Preschool Lending Library Parent Participation Program.
PUB DATE- 89
NOTE- 103p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Fantasy; Newsletters; Parent Attitudes; Parent Participation; Parent Role; Parents as Teachers; *Play; *Prereading Experience; *Preschool Children; Preschool Education; Program Effectiveness; Reading Aloud to Others; *Reading Readiness; Teacher Attitudes
IDENTIFIERS- *Cultural Literacy
An experienced teacher, certified in the education of the gifted, designed and implemented a practicum that offered opportunities for enhancing the cultural literacy and creative play of preschool children who received little individual, reading-related attention from their working parents and caregivers. Play that enriched the imaginative capacities of children was seen as promoting success in and positive attitudes toward reading. Goals of the practicum were to: (1) increase individualized reading and nurturing time for children in the program; (2) increase parents' and preschool staff members' awareness of the value of creative play; and (3) promote participants' commitment to incorporation of reading and creative play into children's lives. Implementation of the practicum involved establishment of a lending library at the preschool, invitations to parents to participate in a daily or weekly reading program geared to develop children's literacy, and the use of newsletters to inform parents of the results of ongoing research on play. Ten methods that parents can use to cultivate their children's creativity are listed. Practicum evaluation data suggest that participants took pride in their involvement in the program and that the program should be continued. Related materials, such as newsletters, are appended. (RH)

ED 312 166 SO 019 618

Public School District Policies and Practices in Selected Aspects of Arts and Humanities Instruction. Center for Education Statistics Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- May 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Art Education; Curriculum Evaluation; Curriculum Research; Elementary Education; Fine Arts; History Instruction; *Humanities Instruction; Literature; *Public Schools; Required Courses; School Districts; School Surveys; Secondary Education; *Secondary School Curriculum; Second Language Instruction; *State Standards
IDENTIFIERS- Fast Response Survey System

This bulletin reports the findings from a 1987 nationwide school survey of arts and humanities instruction conducted by Westat, Inc. for the National Endowment for the Arts (NEA) and the National Endowment for the Humanities. (The data are representative of approximately 15,250 operating school districts in the United States, 75% of which have student enrollments of under 2,500.) The survey covers the arts, including visual arts, music, dance, drama; and the humanities, including creative writing, history, foreign languages, and literature. The topics included in the survey are: (1) high school graduation requirements; (2) amount of instruction time at the elementary and junior high school levels; (3) course and program participation rates at the junior and senior high school levels; (4) use of teachers who specialize in the arts; (5) perceived teacher demand and shortage; and (6) requirements for secondary level history teacher. Survey methodology, data reliability, 6 graphs, 15 tables, and a copy of the Fast Response Survey System's (FRSS) arts and humanities survey are also included. (DJC)

ED 312 291 TM 014 053

Albanese, Mark A.; Jacobs, Richard M.
Reliability and Validity of a Procedure To Measure Diagnostic Reasoning and Problem-Solving Skills Taught in Predoctoral Orthodontic Education.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; Cognitive Processes; *Construct Validity; *Dental Students; Dentistry; Higher Education; Medical Education; *Medical Students; Multiple Choice Tests; *Problem Solving Professional Education; Test Reliability; *Test Validity
IDENTIFIERS- *Diagnostic Skills; Internal Consistency; *Reasoning Tests
Preliminary psychometric data assessing the reliability and validity of a method used to measure the diagnostic reasoning and problem-solving skills of predoctoral students in orthodontia are described. The measurement approach consisted of sets of patient demographic data and dental photos and x-rays, accompanied by a set of 33 multiple-choice items with from 2 to 10 options. Students were only able to complete two exercises in a 50-minute testing period, so that content specificity of any sizable magnitude might be a problem. Members of a second-year dental school class were divided into two groups, of 35 and 33 students, to take two versions (each containing two different cases) of the examination for a total of four different cases. Prescriptive items showed uniformly higher internal consistency reliability estimates than did the descriptive items. The intercorrelations among data from the same test administration, correlations between scores for different problems at different testing times, and correlations of class attendance with test scores were all sufficiently large to support the construct validity of the measurement procedure. The method appears to offer a viable method of assessing problem-solving skills in orthodontics, with potential for uses beyond undergraduate education. Three tables present reliability data. (SLD)

ED 312 334 UD 027 042

Castellanos, Eulalio; And Others
The Widening Divide: Income Inequality and Poverty in Los Angeles.
California State Univ., Los Angeles. Graduate School of Architecture and Urban Planning.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Economically Disadvantaged; Economic Development; *Economic Factors; Economic Research; *Income; Minority Group Children; *Minority Groups; Poverty; Sex Discrimination; *Socioeconomic Status; Statistical Analysis; Urban Demography; Urban Problems
IDENTIFIERS- *California (Los Angeles); *Economic Growth
This document summarizes findings from the Research Project on Income Inequality and Poverty in Los Angeles. The figures reported are based on an analysis of published and unpublished data sets, including the Public Use Microdata Sets for the 1970 and 1980 decennial Census of Population, the Current Population Surveys, and the American Housing Survey. The following summary findings are discussed: (1) although Los Angeles has undergone massive growth over the past two decades that has benefited the region economically, the expansion has transformed the area into a more ethnically diverse and multilingual community in which no single group constitutes a majority and large income disparities have developed between low-wage Latino, Chicano, and Black workers and high-wage Anglo and Asian workers; (2) the economic expansion has failed to eliminate many existing forms of social inequality and, especially in the case of Black and Hispanic women, has increased inequalities between groups; (3) the most dramatic result of economic inequality has been the growth in poverty for all lower income households and the increasing difficulty in obtaining affordable housing; and (4) future prospects indicate that the present social inequalities will be perpetuated over the next generation and that the burden of poverty will shift from the elderly to minority youth, for whom access to employment and higher education will be critical. Statistical data are included on six graphs and three tables. A glossary is appended. (FMW)

ED 312 348 UD 027 089

Joubert, Lionel; Meisbender, Leo
Retention Patterns in the Los Angeles Unified School District, 1983-84. Publication No. 456.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Nov 85
NOTE- 18p.; For 1982-83 report, see UD 027 088.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; *Age Differences; Elementary Secondary Education; *Grade Repetition; *Racial Differences; School Statistics; *Sex Differences; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA
This report provides information on the number and percentage of students retained in grade during the 1983-84 school term in the Los Angeles Unified School District (LAUSD). Data were analyzed from reports filed by all principals and from the LAUSD Racial and Ethnic Survey, Fall 1983. Children's centers, adult schools, occupational centers, and development centers for the handicapped were not included. Results are reported by sex, grade level, and ethnicity. The following major findings are reported: (1) in June 1983, more students (31,161) were retained in grade than in the previous four years; (2) more males (59 percent) than females were retained regardless of grade or ethnicity; (3) retention rates for secondary students (grades 7-12) were higher than for elementary students (K-6); (4) most elementary students were retained in grade 1; and (5) more students were retained in grade 10 than in any other grade. Statistical data are included on five tables. (FMW)

ED 312 117 RC 017 243

Statistical Profiles and Characteristics of the American Indian Population: 1980 Census.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 88
NOTE- 137p.; For related documents, see RC 017 241 and RC 017 242.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; American Indian Reservations; *American Indians; Census Figures; *Demography; Females; Graphs; Males; *Profiles
IDENTIFIERS- *Census 1980; Census 1990; *Group Characteristics

This packet includes six statistical profiles of American Indians and Alaska Natives based on the 1980 census, and a report on 1990 census plans for Native Americans. Three general profiles outline statistics on: (1) the American Indian population as a whole; (2) selected characteristics of American Indian men; and (3) selected characteristics of American Indian women. Each of these profiles contains bar graphs illustrating statistics on total population, regional population, media age, educational attainment, families maintained by men and women, unemployment rates, labor force participation rates, median family income, poverty rates, and occupations. The first profile also provides statistics on population distribution of American Indians in the United States as a whole and in the 10 largest American Indian reservations. "A Statistical Profile of the American Indian Population for the Top Ten States with the Largest Number of American Indians: 1980" compares many of the above items for California, Oklahoma, Arizona, New Mexico, North Carolina, Washington, South Dakota, Michigan, Texas, New York, and the United States. "A Statistical Profile of the American Indian Population for the Top Ten Standard Metropolitan Statistical Areas (SMSAs) with the Largest Number of American Indians: 1980" compares data for the metropolitan areas of Los Angeles, Tulsa, Oklahoma City, Phoenix, Albuquerque, San Francisco, San Bernadino, Seattle, Minneapolis, and Tucson. "Educational Characteristics for the American Indian, Eskimo, and Aleut Population in the United States: 1980" details information on school enrollment by age and educational level and on high school and college graduates by age and sex. "1990 Census Plans for American Indians and Alaska Natives" outlines outreach and planning efforts, the tribal and village liaison program, goals for census data products, the local review program, and geographic issues. (SV)

ED 312 132 SE 050 901

Graduate Student Researchers Program 1989/90.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 89
NOTE- 92p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- College Science; Graduate Students; *Graduate Study; Higher Education; Research and Development; *Research and Development Centers; *Research Needs; *Research Projects; *Research Proposals; *Science Programs
IDENTIFIERS- *National Aeronautics and Space Administration
In 1980, the National Aeronautics and Space Administration (NASA) initiated the Graduate Student Researchers Program in order to cultivate additional research ties to the academic community and to support promising students pursuing advanced degrees in science and engineering. Section I of this handbook summarizes the program and lists the research areas in headquarters and eight NASA field centers. Section II describes administrative procedures and provides instructions for proposal preparation. The last section presents specific areas of research activities at each of the NASA facilities. (YP)

ED 312 150 SE 051 001

Math, Science and Engineering Education: A National Need. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (Kansas City, MO, May 1, 1989).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 89
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office U.S. Government Printing Office, Washington, DC 20402 ($8.00).
NOTE- 257p.; Serial No. 101-19. Contains small print and graphs which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Mathematics; College Science; Elementary Secondary Education; *Engineering Education; *Graduate Study; Hearings; Higher Education; *Mathematics Education; Mathematics Teachers; *Minority Groups; School Business Relationship; Science Careers; *Science Education; Science Teachers; Scientific Personnel
IDENTIFIERS- Congress 101st

This is a report on the hearing for solutions to the problems in science, mathematics, and engineering education at the postsecondary level. Topics of prepared statements and the testifiers are: (1) educating scientists and engineers (Daryl E. Chubin); (2) science and engineering education needs viewed from the perspectives of the national laboratories (E. Michael Campbell); (3) current status and plan for United States-based companies (M. J. Montague); (4) quality education for minorities (R. O. Hope); (5) programs of excellence in mathematics education (Shirley A. Hill); (6) problems and solutions in elementary school science (Cynthia K. Yocum); (7) students, teachers, and resources in secondary school science (Kent Kavanaugh); (8) education satellite networks (Hal Gardner); (9) challenge and future of science education (Dennis M. Wint); (10) preserving Americas' scientific preeminence (David Eli Drew); (11) graduate education in science and mathematics perspectives both as administrator and as scientist (Judson D. Sheridan); and (12) efficiency of graduate fellowships in areas of national need (Ed Wilson). (YP)

ED 312 210 SO 020 339

Soviet Studies Resource Guide.
Honeywell, Inc., Minneapolis, Minn.; Minnesota State Dept. of Education St. Paul.
PUB DATE- 88
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Audiovisual Aids; Citizenship Education; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; *Foreign Countries; *Foreign Culture; Global Approach; Instructional Materials; Intercultural Programs; International Studies; Postsecondary Education; Reference Materials; *Resource Materials; *Social Studies; World Affairs
IDENTIFIERS- *USSR

International education is one of Minnesota's education priorities. This resource guide to materials dealing with the Soviet Union is intended to provide teachers with materials and guidance for preparing students for leadership and active citizenship in an increasingly international society. The introductory section provides statements by various people responsible for the creation of the guide as to its purpose. The bibliographies, which make up the bulk of the guide, are arranged according to the major elementary and secondary academic subjects. Each subject is introduced by a short essay intended to provide an academic framework for the bibliography. In selecting material for the guide, Minnesota educators were surveyed, recommended bibliographies and resource guides were examined, and key educators from other states were consulted. The bibliographies are divided into classroom materials for the student and resource and supplementary materials for the teacher. Listed are 47 items in history, 89 in government and foreign policy, 16 in economics, 68 in literature, 24 in the arts, 19 in geography, and 126 in general reference. Brief annotations are provided. The section on other resources lists various state and national organizations that offer programs or materials that might be of use as well as 23 Minnesota educators willing to answer other educators' questions. The section on curriculum models offers two lesson plans, one on glasnost, the other on perestroika. (JB)

ED 312 227 SP 031 524

Loewer, Wesley B.
The Relation between Pop-Quizzes & Homework Performance.
PUB DATE- 21 Jun 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; High Schools; *Homework; *Student Motivation; *Tests

It is often difficult to motivate high school students to do their homework on a regular basis. This research project sought to determine the effectiveness of one possible stimulus in this area. The purpose of this research project was to measure the relationship (if any) between administering "pop-quizzes" to students and students' homework performances. Through the use of control and test groups, measurements were made in such a way as to reduce the effect of many extraneous variables. The particular questions that were being examined were: (1) "What is the correlation between administering pop-quizzes and students' homework averages?" and (2) "What is the correlation between administering pop-quizzes and the frequency at which students attempt their homework?" The results of these measurements indicate that there was essentially no correlation between administering pop-quizzes and the frequency of attempting homework. There was a small, but not statistically significant, correlation between the administration of pop-quizzes and homework averages. (Author)

ED 312 027 PS 017 836

Fricke, Caroline; Glasson, Mark
AIDS and Child Care: A Booklet for Child Care Workers, Management Committees and Parents.
Community Child Care Co-op Ltd., Sydney (Australia).
PUB DATE- Dec 87
NOTE- 17p.; This booklet was supported by a grant from the New South Wales Department of Health.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Caregivers; *Day Care; Definitions; Early Childhood Education; Foreign Countries; Guidelines; *Hygiene; *Policy Formation; *Prevention; Teacher Role
IDENTIFIERS- *Australia (New South Wales)
This booklet provides Australians with basic information about the Acquired Immune Deficiency Syndrome (AIDS). Contents cover the definiton of AIDS, ways the disease is transmitted, Human Immunodeficiency Virus (HIV) antibody testing for adults and children, variations among children infected with HIV, information that HIV is not transmitted through the kind of casual contact that commonly occurs in child care settings, and the importance of hygiene in preventing the spread of AIDS in the child care setting. The section on hygiene gives particular attention to methods caregivers can use to deal with blood, saliva, tears, bites, faeces, urine, vomit, children's sex play, and the ritual by which children become blood brothers or sisters. Additional topics include: (1) the use of gloves; (2) reasons why individuals may or may not inform child care personnel about HIV infections; (3) development of child care policies on AIDS, hygiene, first aid, and the process of informing parents of common infectious diseases at the caregiving site. Concluding discussion asserts that a reasoned and sensible approach to the AIDS issue will provide great support to families affected by AIDS. Resources for further information are listed. (RH)

ED 312 042 PS 018 284

Friendly, Martha; And Others
Flexible Child Care in Canada: A Report on Child Care for Evenings, Overnight and Weekends, Emergencies and Ill Children, and in Rural Areas.
Toronto Univ. (Ontario). Centre for Urban and Community Studies.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto.
PUB DATE- May 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Foreign Countries; *Rural Areas
IDENTIFIERS- Canada; Emergencies; *Flexible Child Care; Ontario; Short Term Accommodations; *Sick Child Care
Policy and program options for meeting Canadians' atypical child care needs are provided. The discussion is intended to provide persons interested in service delivery and policy development with an overview of current services, policies, program models, and issues. The report places flexible child care services in the context of the general need for child care and the available policy and funding arrangements. Evening, overnight, and weekend child care; child care for ill children emergency child care; and rural child care are each described and analyzed. Relevant provincial and territorial legislation and regulations are included. Program and policy models are illustrated by descriptions of Canadian programs and policies, as well as those of other countries. Over 50 references are cited. A list of flexible child care programs in Canada and an annotated bibliography of relevant literature are included. (RH)

ED 312 058 PS 018 324

Rotter, Joseph C.; And Others
Parent-Teacher Conferencing. What Research Says to the Teacher. Second Edition.
National Education Association, Washington, D.C.
PUB DATE- 87
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1075-2, $3.95).
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Guidelines; *Interpersonal Communication; Legal Responsibility; Parent Responsibility; Parent Rights; *Parent Teacher Conferences; *Teacher Effectiveness; Teacher Responsibility

This publication is intended to help teachers and others who would like to improve their parent-teacher conferencing skills. Initial sections of the discussion center on the need for effective parent-teacher conferencing and roadblocks to such conferencing. Historical foundations of parent-teacher conferences are then considered. Interpersonal communication skills are covered in the next section, which offers descriptions of effective methods teachers can use to improve their skills at communicating with parents and involving parents in the educational, personal, and social development of their children. Skills for effective communication are discussed in terms of prerequisites, skill areas, application, roadblocks, and development. Next, a discussion of parent-teacher contact centers on conference characteristics, common elements of conferences, proper occasions for calling conferences, and teacher- and parent-initiated conferences. Legal and ethical considerations are considered. It is concluded that the core elements of effective conferencing, when applied with basic communication skills in mind, can turn a potentially devastating conference experience into one that is rewarding for all concerned. A total of 100 references are cited. (RH)

ED 312 103 RC 017 223

Sietsema, Richard T.
Southwestern Montana Music Assessment: A Comparison between Rural Montana and the Extreme Rural National Assessment of Educational Progress Sample.
PUB DATE- Jun 88
AVAILABLE FROM- University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106.
NOTE- 233p.; Ed.D. Dissertation, Montana State University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Rating; Cognitive Measurement; Educational Research; Elementary Education; *Elementary School Students; Music Education; Music Teachers; *Rural Education; Rural Schools; Tables (Data)
IDENTIFIERS- Montana; *Music Ability; Second Music Assessment (1979); Small Towns

This study assessed the music background and music achievement of 178 13-year-old rural students in southwestern Montana. The population for this study consisted of all 13-year-olds attending designated elementary schools in a six-county area in southwestern Montana. 1-, 2-, and 3-teacher K-8 schools were referred to as "rural" while larger K-8 schools were referred to as "town schools." Music in the rural schools was taught by classroom teachers whereas certified music specialists taught in the town schools. Data for the Montana students were established using selected music exercises found in the Second National Music Assessment component of the National Assessment of Educational Progress (NAEP). The NAEP music assessment gathered data about demographics, home environment, in-school and outside activities, as well as cognitive and affective responses to selected music exercises. Responses of the southwestern Montana students were compared with those of 13-year-old students in the NAEP's "Extreme Rural" category in the "Western Region" of the United States. No significant difference in the cognitive and affective musical response patterns was found between rural students and town students. Southwestern Montana students scored slightly higher in several of the cognitive areas than their NAEP "Western Extreme Rural" counterparts. Although most of the rural students did not have band and chorus available in their curriculum, they understood the sampled elements of music as well as their counterparts in town schools. This book contains 124 statistical tables and the instruments used. (Author/TES)

ED 312 196 SO 020 296

Heid, Camilla A., Ed.
Multicultural Education: Knowledge and Perceptions.
Indiana Univ., Bloomington. Center for Urban and Multicultural Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitudes; Cultural Pluralism; Discipline; *Education Majors; Elementary Secondary Education; Higher Education; *High Risk Students; *Multicultural Education; Racial Attitudes; Racial Relations; Reading Instruction; Reading Strategies; *Teacher Attitudes; Teacher Effectiveness; Teacher Expectations of Students

As the United States continues to become more ethnically, culturally, and racially diverse, schools face an increasingly heterogeneous population of students. Public schools have implemented programs to meet the needs of these diverse cultural groups and to assist them in integrating into society. This book presents an introduction to various concepts in the area of multicultural education as well as current practices and research within the area. The articles included are: (1) "Cultural Diversity and Intergroup Relations" (J. Banks); (2) "The Development of a Multicultural Environment within the Schools" (A. Stills); (3) "Assessing Teachers' Abilities for Educating Multicultural Students" (C. Bennett); (4) "Multicultural Education in the College of Education: Are Future Teachers Prepared?" (W. Wayson); (5) "Senior Education Students' Attitudes about Multicultural Education" (M. Moultry); (6) "Multicultural Attitudes and Knowledge of Education Students at a Midwestern University, 1987" (A. Contreras); (7) "Teachers' Perceptions of Race and Human Relations in a Multicultural Setting" (C. Heid; D. Kotze); (8) "Teachers' Perceptions on Factors Related to Student Discipline" (C. Heid and others); (9) "Effects of Children's Social Class, Race, and Gender on Teacher Expectations for Children's Academic Performance" (M. Smith); (10) "Starting from Strength: Accelerated Reading Progress for At-Risk Children" (G. Pinnell); and (11) "Effects of Home, School, and Academic Tracks: A Reanalysis of the IEA Data" (S. Clark). (JB)

ED 312 244 SP 031 596

Bobbitt, Sharon A.
What Teachers Majored In: Bachelor's Degree Fields of Public and Private School Teachers. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 89
NOTE- 49p.; Data Series: SP-PUP-85/86-4.2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Course Selection (Students); Elementary Secondary Education; *Intellectual Disciplines; *Majors (Students); Preservice Teacher Education; *Private Schools; *Public Schools; *Teachers

Two basic questions provide the focus for this report: (1) What is the distribution of education and non-education majors among public and private school teachers, and within certain subgroups? and (2) Does the distribution of bachelor's degree fields differ between public and private school teachers? Some key findings are: (1) public and private school teachers generally majored in different fields; (2) elementary education was the most frequent education major for both public and private school teachers; (3) private school teachers were more likely than public school teachers to have majored in elementary education or theology, regardless of teacher characteristics such as sex or teaching level; (4) social sciences was the most popular non-education major for both public and private school teachers; (5) there was no difference in the distribution of major degree fields for teachers of mathematics and science in public and private schools; and (6) among secondary school teachers who majored in education, public school teachers most likely studied general education or physical education, while private school teachers most likely studied elementary education or secondary education. (JD)

ED 312 262 SP 031 683

Kowalski, Theodore J.; And Others
Case Studies on Teaching.
PUB DATE- 90
AVAILABLE FROM- College Marketing Manager, Longman Inc., 95 Church Street, White Plains, NY 10601-1505 ($19.50).
NOTE- 174p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Child Abuse; *Classroom Techniques; Diagnostic Teaching; *Discipline; Elementary Secondary Education; Peer Relationship; *Problem Solving; Student Motivation; Teacher Student Relationship; *Teaching Experience; Teaching Styles; *Theory Practice Relationship
This book presents 36 case studies, based on data gathered from first-year teachers throughout the country, that provide direct involvement with some of the most common and important experiences new teachers face. By typing together practice and theory in the study of real problems, prospective teachers will be able to: (1) identify and use major theoretical underpinnings of educational practice; (2) become directly involved in decision-making, a primary function in teaching; (3) enhance critical thinking skills; and (4) prepare themselves to solve problems that occur daily in teaching. The cases cover a wide range of topics, including how to choose the right first job; how to plan and implement instruction; how to cope with pressure from colleagues, parents and administrators; how to face a teachers' strike; and how to assess and evaluate both students and self. (JD)

ED 312 277 TM 014 018

Navarro, Cristina
Why Do Women Have Lower Average SAT-Math Scores than Men?
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Entrance Examinations; College Freshmen; Computer Science Education; Course Selection (Students); Females; Higher Education; Males; Mathematics Education; *Mathematics Tests; Physics; *Scores; Secondary Education; *Sex Differences; *Test Norms
IDENTIFIERS- *Scholastic Aptitude Test
A study involving 716 male and 1,113 female first-year students admitted to the University of Delaware in the fall of 1985 was conducted to investigate the differential performance of men and women on the mathematics section of the Scholastic Aptitude Test (SAT). Data collected included SAT math scores; gender; and number of years of high school mathematics, physics, and computer science courses taken by the students. To investigate the effect of the number of years of coursework, unstandardized regressions were estimated. Results indicate that approximately 25% of the difference between men and women on SAT math scores is due to the difference between sexes in the number of years that mathematics, computer science, and physics courses were taken. The remaining approximately 75% difference between SAT math scores of men and of women is due to differences between sexes not investigated in this study. A further study is recommended that would control for math curriculum and student grades to determine whether other variables (such as sex-role socialization, item bias, and academic self-concept) are involved in the score differences. Three data tables are included. (TJH)

ED 312 307 TM 014 101

Spottheim, David; And Others
School District Resources and Test Results: Two Applied Models. Education Resources and Outcomes Project.
Long Island Regional Planning Board, Hauppauge, NY.
PUB DATE- Sep 89
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; *Educational Assessment; Educational Economics; Elementary Secondary Education; Equations (Mathematics); *Input Output Analysis; *Mathematical Models; Needs Assessment; Outcomes of Education; Research Methodology; *Resource Allocation; *School Districts; School District Spending; Statistical Analysis; *Test Results
IDENTIFIERS- New York
The logic and methodological concepts behind the application of a quantitative methodology to the problem of effective resource utilization in the New York State suburban schools is detailed. The goal of the study was to determine the best composition of available "factors of production," measured in dollar amounts by function, that would lead to a situation whereby school districts would produce a predetermined level of desired educational ends, while considering the students, community, teachers, and other educational attributes observed in the districts. This and other research problems were explored through application of a hybrid approach composed of economics and management science paradigms. Two empirical models were constructed. The first is descriptive, composed of 28 logistic equations, each of which portrays the quantitative relationships between school district resources and scholastic outcomes. A sample of 200 districts was used to calibrate this model. The second model is prescriptive; it is used to allocate the resources available within the districts so as to achieve the desired level of scholastic outcomes. A goal-programming technique was used in conjunction with the logistic equations to construct this model. Four scenarios were formulated to demonstrate the application of this model. Twelve tables, three charts, and a 127-item list of references are included. (Author/SLD)

ED 312 321 UD 026 864

Student Assignment in Elementary and Secondary Schools & Title VI.
Office for Civil Rights (ED), Washington, DC.
PUB DATE- 89
AVAILABLE FROM- U.S. Department of Education, Office for Civil Rights, Washington, DC 20202-1328.
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ability Grouping; *Civil Rights Legislation; *Classroom Desegregation; *Educational Discrimination; Elementary Secondary Education; *Enrollment; Federal Aid; Federal Legislation; Handicap Identification; Limited English Speaking; Minority Groups; Racial Bias; Sex Bias; *Student Placement; Track System (Education)
IDENTIFIERS- *Civil Rights Act 1964 Title VI

Title VI of the Civil Rights Act of 1964 prohibits discrimination in the assignment of students to schools, classes, ability groups, and tracks in programs or activities that receive federal assistance. These assignments may not be made on the basis of race, color, or national origin. The law does not require schools and activities to be racially balanced, but reasonable efforts must be made to prevent the segregation of students. When classes have a substantially disproportionate number of minority or nonminority students, there must be valid nondiscriminatory reasons for the assignments. Only students who have been appropriately classified as handicapped students may be assigned to special education classes. Courses for students with limited proficiency in English may include disproportionate enrollments of national origin minority students, but the programs must be designed to move these students into regular classes as soon as the students are able to participate in the regular classwork. All students must be provided with counseling and have equal access to elective classes. In schools with ability grouping or tracks, students must have opportunities to change group or track according to their progress. Tests and other evaluative procedures must be sound indicators of the students' needs and achievements. Information is given about the regional Civil Rights Offices. (VM)

ED 312 363 UD 027 127

Rafferty, Yvonne; Rollins, Norma
Learning in Limbo: The Educational Deprivation of Homeless Children.
Advocates for Children of New York, Inc., Long Island City.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- Sep 89
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *Attendance Patterns; Childhood Needs; *Educational Needs; Elementary Secondary Education; *Homeless People; School Statistics; Special Needs Students; *Transfer Students; Urban Demography; *Urban Education; Urban Problems
IDENTIFIERS- *New York (New York); Shelters
This document presents a report on the educational needs of homeless children in New York City. Data were analyzed from the following sources: (1) review of the current literature on the impact of homelessness on the physical and emotional well-being of children; (2) field-based interviews with 277 families in New York's shelters and hotels; and (3) an analysis of statistical data collected and maintained by the New York City Board of Education on 9,659 children in temporary housing. The following effects of homelessness were identified: (1) hunger and poor nutrition; (2) health problems and inadequate health care; (3) developmental delays; (4) psychological problems; and (5) denial of access to educational services. The following characteristics of the homeless were identified: (1) the average length of homelessness was 16 months; (2) the majority listed New York as their last permanent address; (3) most did not have a pattern of frequent moves prior to homelessness; and (4) many had lived with family or friends prior to requesting emergency shelter. The following effects of homelessness on education were identified: (1) placements in facilities are made without regard to community ties which results in a school transfer; (2) families are moved among facilities resulting in multiple school transfers; (3) many parents are not informed of their choices regarding educational placement; and (4) multiple moves increase school attendance problems, cause academic performance to suffer, and disrupt continuity of services. Recommendations for improvement are made in the following broad areas: (1) housing; (2) education for homeless children; and (3) education for relocated students. Statistical data are included on 17 tables. A list of 85 references and a 141-item bibliography are appended. (FMW)

ED 312 014 JC 890 524

Bellais, Mill
The Use of Film/Television Techniques in Teaching the Craft of Acting in the Community College.
PUB DATE- 11 Nov 89
NOTE- 17p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; Characterization; Community Colleges; *Course Content; *Film Production; *Teaching Methods; *Theater Arts; Two Year Colleges
IDENTIFIERS- *Montgomery College MD
The theatre curriculum at Montgomery College in Rockville, Maryland teaches acting techniques used in film and television in order to take students into the world of performance via the media they appreciate first. While a large number of students do not attend the theatre and have learned little about the cultural heritage of the theatre in their elementary-secondary education, most spend some of their leisure time watching television. Since 1976, the college has offered a class entitled "Acting for Film and Television." The Department of Speech, Dance, and Theatre, and the Department of Visual Communication Technologies have included the course in their respective curricula. The course attempts to develop students' sense of craft, teaching them to free the acting instrument and liberate the imagination; develop skills in listening; learn how to deal with the script; and not worry about having to be good. Good acting begins with the skill of listening, not only to the words being spoken but to the subtext. For film actors, listening is even more critical than speaking, because the camera will search out the listener in order to explicate the story the actor is involved in with his/her partner. Film differs from the stage in that it relies less on long periods of rehearsal and more on spontaneity. Once a scene is committed to film, it will never be repeated again, while in the theatre, scenes are repeated nightly for several days or weeks. Film scripts provide far less information than plays, requiring the actor to bring to them all of his/her imagination. Students must learn to sense the qualities of the scene, and develop the ability to be intuitive analysts of the human condition. (AYC)

ED 312 073 PS 018 351

Balancing Work and Family: A Citizens' Agenda for the '90s.
Roosevelt Center for American Policy Studies, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; James G. Irvine Foundation, San Francisco, CA.; J.C. Penney Co., Inc., New York, N.Y Joyce Foundation, Chicago, IL.; William and Flora Hewlett Foundatio Palo Alto, Calif.
PUB DATE- Jun 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Citizen Role; *Day Care; Early Childhood Education; Employed Parents; Family Income; Federal Government; Financial Support; *Government Role; *Health Insurance; Policy Formation; *Public Policy
IDENTIFIERS- Business Role; *Elder Care; Family Policy; *Policy Issues

The 813 participants in the Roosevelt Center's May, 1989, regional citizen assemblies discussed trends affecting workers, employers, and families and laid the groundwork for a recommended national work and family policy. Part 1 of this report analyzes the results of a series of introductory exercises in which citizens were asked to register their concerns about America's families; establish priorities for investing business dollars; and answer a few general questions about the role of government and employers in matters of work and family. Part 2 reports on citizens' specific choices for Federal Government policy concerning family and medical leave, child and elder care, family income, and health insurance. Part 3 examines the impact of the citizens' choices on the federal budget and presents citizens' proposals for funding the new work and family package. Proposals include cuts in defense spending; increased taxes on tobacco, wine, an alcohol; and increased social security taxes. Three strong messages stand out: (1) employers must be central players in any strategy to help balance work and family demands, with government providing incentives for voluntary action and imposing regulations; (2) universa programs are best for providing health and long-term care; (3) education is the key to success for families and the economy. Participants did not support legislative proposals currently in the headlines. (RH)

ED 312 133 SE 050 902

Launching a Dream. A Teachers Guide to a Simulated Space Shuttle Mission.
National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.
PUB DATE- Jun 88
NOTE- 109p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; *Elementary School Science; Elementary Secondary Education; Satellites (Aerospace); *Science Activities; *Science Careers; Science Education; Science Experiments; *Science Projects; Scientific Enterprise; Secondary School Science; *Simulation
IDENTIFIERS- National Aeronautics and Space Administration

This publication is about imagination, teamwork, creativity, and a host of other ingredients required to carry out a dream. It is about going into space--going into space as part of a simulated space shuttle mission. The publication highlights two simulated shuttle missions cosponsored by the National Aeronautics and Space Administration (NASA) Lewis Research Center and Cleveland, Ohio, area schools: the first in 1985 and the more recent in 1987. Sections include: (1) "Getting Started" (summarizing the organization of the mission project); (2) "Preflight Preparation" (describing the shuttle preparation, devising of the flight plan, selecting and training of the astronauts, payload experiments, building preparation, handling public relations, and 'Living in Space'); (3) "Flight Day" (conducting the preflight inspection, writing a launch schedule, space center activities, and scheduling rendezvous and stops); (4) "Postflight Activities" (debriefing; press conference, and school and community activities; a recognition program; and letters of commendation); and (5) "Further Suggestions" (from the faculty and staff). The purpose, materials needed, and procedures are provided for each of the 13 payload experiments covering geology, biology, and physics. Lists of participating schools, materials used, related publicity, and NASA and Regional Teacher Resource Centers are appended. (YP)

ED 312 167 SO 019 990

In Her Own Write: Maryland Women's History Resource Packet, 1989.
Maryland State Commission for Women, Baltimore.; Maryland State Dept. of Education, Baltimore.
PUB DATE- Mar 89
NOTE- 444p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administraive and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom Situations) (055)
DESCRIPTORS- Authors; Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; Females; Feminism; Higher Education; *Language Arts; Language Usage; Learning Activities; Resource Materials; *Sex Bias; Social Studies; *State History; *Womens Studies
IDENTIFIERS- *Maryland

This packet is designed to raise precollege students' understanding and awareness of writing by women, to encourage women's studies in the curriculum, and to assist in identifying bias in language use and English/language arts curriculum materials. It can also be used by companies or community organizations interested in similar issues. It supplements existing materials about women in literature and journalism and provides language arts activities related to women's contributions to society. Section 1 has background information for teachers on: (1) women in literary arts; (2) women in journalism; and (3) lists of women writers. Section 2 provides information on infusing women's studies into the English and language arts curriculum. Section 3 includes biographical profiles of 50 Maryland women writers and Women's Hall of Fame inductees. Section 4 contains questionnaire responses and personal reflections from contemporary women writers who live in Maryland. Section 5 provides student activities for elementary, middle, secondary and postsecondary levels as well as activities for worksites or community organizations. Section 6 provides a checklist for identifying bias in materials and methods of countering bias. Section 7 lists print, non-print, and organizational resources related to women writers and women in literature. Section 8 is a speakers list for Women's History Month (March 1989). (CT)

ED 312 182 SO 020 269

Cramer, Elizabeth, Ed.; Hill, Margaret, Ed.
Who Said Learning about the Constitution Isn't Fun? Active Lessons on the U.S. Constitution for Junior and Senior High School Students. Lessons created by participants at "Congress and the Constitution: A Summer Institute for Teachers" (Ontario, California, 1988).
Chaffey Joint Union High School District, Ontario, CA.; Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Government (Administrative Body); *History Instruction; Lesson Plans; Secondary Education; Teacher Developed Materials; *United States Government (Course); Units of Study
IDENTIFIERS- California; *United States Constitution
Twenty-eight lesson plans developed by California teachers who attended a summer institute on Congress and the Constitution are presented in this document. Sample lesson plan titles are: (1) "Geopolitics and the Constitution," (2) "Judicial Review," (3) "Electoral College and the Constitution," (4) "First Amendment Rights," (5) "Mr. Truman and the Federalists," (6) "Understanding the Power Granted by the Constitution," (7) "Name and Identify that Amendment," (8) "Natural Law and Inalienable Rights," (9) "Supreme Court Simulation " and (10) "Who Can Become a Public Official?" For each lesson plan the following are given: (1) lesson title, (2) subject area/level, (3) lesson time, (4) prerequisites, (5) instructional objectives, (6) materials needed, (7) procedure (including opening activity, steps, and closing activity), (8) evaluation methods, and (9) the content of handouts, if any. Photographs and short biographical sketches of the contributors are included. (JB)

ED 312 335 UD 027 044

Homelessness: The New Hampshire Response. The Final Report and Recommendations of the New Hampshire Task Force on Homelessness.
New Hampshire State Div. of Mental Health and Developmental Services, Concord.
PUB DATE- 29 Dec 88
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Health Services; Crisis Intervention; *Emergency Programs; *Homeless People; *Housing Needs; Mental Health Programs; Prevention; Program Administration; Program Implementation; *Social Services; *State Programs; *Welfare Services
IDENTIFIERS- *New Hampshire; Shelters

This report presents results and recommendations of a two-year study and information-gathering effort by the New Hampshire Task Force on Homelessness, in compliance with the charge of the State legislature. The report is comprised of five sections. Section 1, "Introduction," presents an overview of the Task Force and a report on the State's Emergency Shelter Grant Program. Section 2, "New Hampshire People Who Are Homeless," describes the results of efforts to understand and document homelessness in the State and is divided into the following parts: (1) community public forums; (2) surveys of emergency shelters, local municipal welfare departments, and other agencies; (3) interviews with state agencies; (4) other indicators of potential homelessness; and (5) a summary. Section 3, "New Hampshire Exemplary Efforts," summarizes model responses of 15 communities and organizations within the following categories: (1) city welfare offices; (2) loan funds and rent/security deposit programs; (3) emergency shelter programs; and (4) special programs. Section 4, "Summary of Existing Problems and Recommendations," poses five key questions concerning homelessness and offers 25 recommendations for action and funding. Section 5, "Appendix," lists programs, organizations, and services in 10 categories and provides addresses, telephone numbers, contact persons, and other relevant information. The report includes one map, one graph, and one figure. (AF)

ED 312 349 UD 027 090

Early School Leavers: High School Students Who Left School before Graduating, 1982-83. Publication No. 458.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Feb 86
NOTE- 25p.; For the 1981-82 and 1983-84 reports, see ED 224 764 and ED 276 782.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Elementary Secondary Education; *Institutional Characteristics; *School Holding Power; School Statistics; Urban Schools
IDENTIFIERS- *Los Angeles Unified School District CA

This document provides information on the number of secondary school students in the Los Angeles Unified School District (LAUSD) who left school before graduating in the 1982-83 school term. Data on early leavers received from 132 high schools concerned: (1) grade; (2) sex; (3) date of birth; (4) ethnicity; and (5) reason for leaving. The following major findings are reported: (1) the 9,697 early leavers for 1982-83 represent a slight increase over previous years; (2) the majority of students leaving school before graduation were in grade 10; (3) continuation school students comprised 47 percent of the early leavers but regular school students comprised only 6 percent of the early leavers; (4) the majority of early leavers (65 percent) left during the second semester; (5) during the first semester, 12 percent of the early leavers left during the last month of the semester; and (6) year-round schools demonstrated excellent holding power when compared with regular and continuation schools. Statistical data are included on 11 tables. A copy of the LAUSD Record of Transfer form is appended. (FMW)

ED 312 089 PS 018 375

Freund, Carol A.
A Peace Education Curriculum for Preprimary Children.
PUB DATE- 89
NOTE- 87p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (for Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; *Environmental Education; *Peace; *Preschool Children; *Preschool Curriculum; Preschool Education; Program Effectiveness
IDENTIFIERS- *Peace Education

A lead teacher in a privately-owned preschool designed and implemented a peace education program. Primary goals of the practicum used were to provide developmentally appropriate experiences for: (1) increasing understanding of being a peacemaker; (2) gaining respect for nature and the environment; (3) showing compassion toward the exceptional other; and (4) becoming aware of other cultures. Practicum implementation involved use of the word "peace" in appropriate circumstances. Parents and children made peace dolls and children made peace art books that included quotations concerning peace. Peaceful resolution of problems was practiced. Songs and traditional nursery rhymes with new soothing endings were learned and presented in a play format to relatives and friends. With regard to the environment, aluminum cans were recycled; paper towels and water were used sparingly supplies were collected for a bird-of-prey rehabilitation center; and gentle care was given to classroom pets. There were reciprocal visits with two classes from a school for deaf children and with other classes. Museum objects and visitors from Japan, Scandinavia, the Soviet Union, and Ghana introduced various cultures to the children. Students from preschool though sixth grade presented a peace program to the community. Evaluation data indicated positive results. A program journal and appendices provide related material. (RH)

ED 312 228 SP 031 525

Stroman, Rusty
Mastery Check vs. Traditional Homework Assignment. Which Works Best?
PUB DATE- 28 Jul 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Assignments; *Evaluation Criteria; *Evaluation Methods; Grade 10; Grade 11; High Schools; *Homework
This investigation was performed to determine if different methods of evaluating homework would produce a noticeable difference in unit test performance. Two different high school math classes were given a traditional homework assignment for a 6-week period and then were given a five question mastery check the next 6-week period. The average test scores were then compared using a standard t-test with one dependent variable. Although the test scores during the mastery check period were higher than the other test scores, the findings were not statistically significant. (Author)

ED 312 292 TM 014 056

Casady, Robert J.
Telephone Survey Designs.
PUB DATE- 15 Aug 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Equations (Mathematics); Evaluation Methods; Mathematical Models; *Research Design; Research Methodology; *Sampling; Statistical Analysis; *Telephone Surveys
IDENTIFIERS- Mitofsky Waksberg Procedure; Target Populations
The concepts, definitions, and notation that have evolved with the development of telephone survey design methodology are discussed and presented as a unified structure. This structure is then applied to some of the more well-known telephone survey designs and alternative designs are developed. The relative merits of the different survey designs are considered. The concepts discussed include the target population, the sampling frames, and the relationship between the frames and the target population. Basic notation is reviewed, and single-stage and two-stage designs are discussed, including the Mitofsky-Waksberg procedure proposed by W. Mitofsky in 1970 and later elaborated by J. Waksberg. The relative merits of the survey design strategies are reviewed from the point of view of cost. (SLD)

ED 312 211 SO 020 341

Fraenkel, Jack R.; Wallen, Norman E.
Toward Improving Research in Social Studies Education. SSEC Monograph Series.
Social Science Education Consortium, Inc., Boulder, Colo.
PUB DATE- 88
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway Boulder, CO 80302.
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; *Educational Research; *Evaluation; Research Design; Research Methodology; Research Problems; *Social Studies

Social studies research has been criticized for sampling bias, inappropriate methodologies, incorrect or inappropriate use of statistics, weak or ill-defined treatments, and lack of replication and/or longitudinal follow-up. In an effort to ascertain whether past criticisms were true of current research as well, a review was conducted of 118 studies published in "Theory and Research in Social Education" (TRSE), the "Journal of Social Studies Research" (JSSR), and the research section of "Social Education" (SE) for the years 1979-1986. This monograph, the first in a series designed to provide "cutting edge" information to the social studies profession, presents the results of this investigation. Chapter 1 critiques the 118 studies. Chapter 2 offers some observations, based on the analysis in chapter 1, about the nature of current social studies research. Chapter 3 discusses how the quality of social studies research might be improved. The remarks in this chapter are directed to three groups of social studies educators: (1) professors who direct master's theses or doctoral dissertations, but who do not teach courses in educational research, (2) graduate students who intend to do research, and (3) classroom teachers who have an interest in research. Chapter 4 contains an in-depth evaluation of a single study using the same criteria discussed in chapter 1. Chapter 5 presents some ideas about how classroom teachers of social studies might become more involved in research in their classrooms and schools. Chapter 6 lists the studies reviewed. A 99-item bibliography is included. (JB)

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